Close Reading Workshop 1 • Close Reading of Informational/Literary Nonfiction Texts

LEARNING STRATEGIES: Diffusing, Close Reading, Marking the Text, Annotating, OPTIC, SMELL, Summarizing, Paraphrasing

LEARNING TARGETS
• 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.
• 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.
• 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.
• 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).
• 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.
• 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.
• 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.

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Close Reading for Meaning

To closely read a text, readers must dive below the surface of what a text says, and focus on how the author communicates that information. Doing so allows readers to understand the text more deeply.

As a reader, consider how the author uses diction to convey a message to a specific audience. These choices in language can reveal the author’s tone and helps the reader understand the text’s purpose and message. For example, in many speeches, the tone tends to be powerful, persuasive, or provoking, and so authors use language to make the audience feel a certain way or take a certain action. This relationship between diction and tone is a vital tool for authors to appeal to their audience.

In this workshop, you will read three different texts and will practice close reading using strategies that will help you make meaning of the text. Your teacher will guide you through the first activity. In Activity 2, you will work in a collaborative group to read and respond to a visual text. For the third activity, you will work independently to apply close reading strategies to determine meaning in a new text.

TEACH

1 Review the learning targets to help set a context for what students will be doing in this workshop. Discuss the Academic Vocabulary. Note also that the reading passages include a special emphasis on vocabulary in the first two readings. Words that students might be expected to know are bolded and words that may be challenging are underlined and defined.

2 Activity 1: Guided Practice requires the teacher to guide students with explicit, direct instruction in the reading of challenging texts using oral reading, strategy instruction, and text-dependent questioning. This activity is the first of four activities: a guided activity, a collaborative activity, an activity that students complete independently, and a fourth activity that provides assessment opportunities for the entire workshop.

PLAN

Pacing: Each workshop has four activities. Allow approximately two days per activity. Pacing this set of activities will be flexible based on the needs of your students and the demands of your schedule.

Materials: Lined paper, highlighters, pens or pencils for marking the text, access to dictionaries, overhead projector or interactive whiteboard.
3 Introduce or review marking the text as a strategy. As students read independently, have them select words, phrases, or sentences of the text by highlighting, underlining, and/or annotating in order to call attention to specific components, such as use of language, main ideas, claims, and supporting evidence. Also remind students to diffuse the text by replacing the underlined and defined words with the provided definitions.

4 First Reading: For the First Reading, students read the passage silently and independently, diffusing vocabulary as they read for comprehension.

Text Complexity
Overall: Complex
Lexile: 1340L
Qualitative: High
Task: Moderate (Analyze)

Context: Students will examine two texts related to the idea of civil disobedience. Thoreau's essay on civil disobedience argues for the duty of holding governments responsible for their actions, particularly when those actions call for citizens to compromise their consciences, civil rights, or moral virtues. This seminal document allows students to understand how Thoreau's ideas have been influential throughout American history and how they have impacted today's society and social/political climate.

The creation of this essay was sparked by Thoreau's disagreement with the institution of slavery, the Mexican-American War, and American imperialism. Thoreau believed that the war was simply a way for Southern states to gain more slave-holding territory. In an act of protest, Thoreau refused to pay his poll tax, the revenue of which was being used to fund the war. While Thoreau only spent one night in jail before someone paid his debt, he wrote this essay as encouragement for others who felt the weight of American imperialism to follow suit and resist the laws they deemed immoral.

ACTIVITY 1
Guided Practice
You will read the text in this activity at least three times, focusing on a different purpose for each reading.

First Reading: First Impressions
Read the following passage silently. Your focus for this first reading is on understanding the meaning of the text. Consider stopping after every few paragraphs and paraphrasing what you read to demonstrate your understanding. For unfamiliar words, practice diffusing by using context clues or reference resources such as dictionaries or thesauruses to determine the word's meaning. Use the definitions and synonyms in the margin to help your understanding.

Text Excerpt
On the Duty of Civil Disobedience
by Henry David Thoreau

1 I heartily accept the motto, "That government is best which governs least"; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe—"That government is best which governs not at all"; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it. Witness the present Mexican war, the work of comparatively a few individuals using the standing government as their tool; for in the outset, the people would not have consented to this measure.

expedient: an immoral or improper means of attaining a convenient end

outset: beginning or first stage
ACTIVITY 1 (continued)

Although it may be best to allow students to discover much of the information provided in the texts through analysis and inference, a discussion on possible influences or specific events mentioned in Thoreau’s essay might be helpful before the third reading. Additional context information is provided to the students before the third reading as well.

5 After the first reading, you may want to diffuse the text with your students, working with the underlined words as well as the bolded Tier 2 words. Use this as an opportunity for a lively discussion about vocabulary and meaning. This may be the time to supply students with more context information.

2 This American government—what is it but a tradition, though a recent one, endeavoring to transmit itself unimpaired to posterity, but each instant losing some of its integrity? It has not the vitality and force of a single living man; for a single man can bend it to his will. It is a sort of wooden gun to the people themselves. But it is not the less necessary for this; for the people must have some complicated machinery or other, and hear its din, to satisfy that idea of government which they have. Governments show thus how successfully men can be imposed upon, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way. For government is an expedient, by which men would fain succeed in letting one another alone; and, as has been said, when it is most expedient, the governed are most let alone by it. Trade and commerce, if they were not made of india-rubber, would never manage to bounce over obstacles which legislators are continually putting in their way; and if one were to judge these men wholly by the effects of their actions and not partly by their intentions, they would deserve to be classed and punished with those mischievous persons who put obstructions on the railroads.

3 But, to speak practically and as a citizen, unlike those who call themselves no-government men, I ask for, not at once no government, but at once a better government. Let every man make known what kind of government would command his respect, and that will be one step toward obtaining it.

4 After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule is not because they are most likely to be in the right, nor because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rule in all cases cannot be based on justice, even as far as men understand it. Can there not be a government in which the majorities do not virtually decide right and wrong, but conscience?—in which majorities decide only those questions to which the rule of expediency is applicable? Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a
respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right. It is truly enough said that a corporation has no conscience; but a corporation of conscientious men is a corporation with a conscience. Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents on injustice. A common and natural result of an undue respect for the law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys, and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? or small movable forts and magazines, at the service of some unscrupulous man in power? . . .

5 The mass of men serve the state thus, not as men mainly, but as machines, with their bodies. They are the standing army, and the militia, jailers, constables, posse comitatus, etc. In most cases there is no free exercise whatever of the judgement or of the moral sense; but they put themselves on a level with wood and earth and stones; and wooden men can perhaps be manufactured that will serve the purpose as well. Such command no more respect than men of straw or a lump of dirt. They have the same sort of worth only as horses and dogs. Yet such as these even are commonly esteemed good citizens. Others—as most legislators, politicians, lawyers, ministers, and office-holders—serve the state chiefly with their heads; and, as they rarely make any moral distinctions, they are as likely to serve the devil, without intending it, as God. A very few—as heroes, patriots, martyrs, reformers in the great sense, and men—serve the state with their consciences also, and so necessarily resist it for the most part; and they are commonly treated as enemies by it . . .

6 He who gives himself entirely to his fellow men appears to them useless and selfish; but he who gives himself partially to them is pronounced a benefactor and philanthropist.

7 How does it become a man to behave toward the American government today? I answer, that he cannot without disgrace be associated with it. I cannot for an instant recognize that political organization as my government which is the slave's government also.
ACTIVITY 1 (continued)

8 All men recognize the right of revolution; that is, the right to refuse allegiance to, and to resist, the government, when its tyranny or its inefficiency are great and unendurable. But almost all say that such is not the case now. But such was the case, they think, in the Revolution of ’75. If one were to tell me that this was a bad government because it taxed certain foreign commodities brought to its ports, it is most probable that I should not make an ado about it, for I can do without them. All machines have their friction; and possibly this does enough good to counter-balance the evil. At any rate, it is a great evil to make a stir about it. But when the friction comes to have its machine, and oppression and robbery are organized, I say, let us not have such a machine any longer. In other words, when a sixth of the population of a nation which has undertaken to be the refuge of liberty are slaves, and a whole country is unjustly overrun and conquered by a foreign army, and subjected to military law, I think that it is not too soon for honest men to rebel and revolutionize. What makes this duty the more urgent is that fact that the country so overrun is not our own, but ours is the invading army.

Second Reading: Vocabulary in Context

Now that you have read the passage silently, listen and follow along as your teacher reads the text aloud. As you read along with your teacher, continue to mark the text by highlighting or circling unfamiliar words and/or phrases (other than the underlined words), and diffuse their meaning. To demonstrate your comprehension, annotate further with paraphrases and/or summaries of the paragraphs, and note their relation to the overall meaning of the text.

Check Your Understanding

1. Pair with another student and annotate each paragraph of the text by paraphrasing one statement Thoreau makes about the qualities of “all men,” or humanity in each paragraph it is mentioned.

   In paragraph two, Thoreau states, “It has not the vitality and force of a single living man; for a single man can bend it to his will,” which describes how people can use governments or positions of power for selfish gain.

   In paragraph four, Thoreau states, “After all, the practical reason why . . . but because they are physically the strongest.” Here, Thoreau points out how people or governments gain power through the strength and numbers they exhibit, instead of their moral values, which creates a government that lacks conscience and integrity.

   In paragraph five, Thoreau states, “The mass of men serve the state thus, not as men mainly, but as machines, with their bodies,” which builds off the discussion in paragraph four. If the government is made up of men who do not have the needs and wants of the people in mind, then the government uses those citizens as mere “machines” in order to accomplish its own selfish goals without thinking about the consequences.
ACTIVITY 1 (continued)

9 Third Reading: During this reading, students should focus on the Key Ideas and Details questions. These interpretive questions lead students into textual analysis by posing interpretive questions about the passage. Students should answer by annotating and noting textual evidence with underlining or highlighting.

Key Ideas and Details While Thoreau explicitly argues, “that government is best which governs least,” he goes on to explain that because governments are expedients—only tools with which people can act through—they are already at risk for corruption before citizens can act.

Key Ideas and Details Thoreau uses expedient as a noun to show how governments are used only as a convenient means to an end, but he further asserts that governments are in fact inexpedient, and often act in manners that do not require an expedient. This reinforces his idea that it is the duty of the people to question and fight for how and when they believe governments should operate.

Close Reading of Informational/Literary Nonfiction Texts (continued)

2. Choose a paragraph from the passage and write a summary statement of the paragraph’s main idea. Use two or three words that you have highlighted, underlined, and/or circled as part of your summary.

Paragraph 2: The American Government is an expedient that, at best, only comforts men with its presence, but has not proven itself necessary to the betterment or progress of mankind. The inherent character of men is what allows us to achieve success.

Third Reading: Text-Dependent Questioning

Now read the essay again, this time reading to respond to the Key Ideas and Details interpretive questions. As your class discusses the text, write your responses to each question and highlight or underline the textual evidence that supports your answer. During discussions, you may also want to continue annotating the text to record a new or different meaning of the essay.

Background Information: In this essay, published in 1849, Thoreau critiques the purpose and impact of the American government. Evidence suggests that Thoreau wrote this essay to response to the institution of slavery, the government’s involvement in the Mexican-American War, and other civil injustices. In this light, the essay has influenced other figures of civil rights, including Mahatma Gandhi and Martin Luther King, Jr. Both figures reference Thoreau’s strong moral compass and belief in speaking out against injustice through nonviolent resistance.

Excerpt from “On the Duty of Civil Disobedience” by Henry David Thoreau

1. I heartily accept the motto, “That government is best which governs least”; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe—“That government is best which governs not at all”; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it. Witness the present Mexican war, the work of comparatively a few individuals using the standing government as their tool; for in the outset, the people would not have consented to this measure.
This American government—what is it but a tradition, though a recent one, endeavoring to transmit itself unimpaired to posterity, but each instant losing some of its integrity? It has not the vitality and force of a single living man; for a single man can bend it to his will. It is a sort of wooden gun to the people themselves. But it is not the less necessary for this; for the people must have some complicated machinery or other, and hear its din, to satisfy that idea of government which they have. Governments show thus how successfully men can be imposed upon, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way. For government is an expedient, by which men would fain succeed in letting one another alone; and, as has been said, when it is most expedient, the governed are most let alone by it. Trade and commerce, if they were not made of india-rubber, would never manage to bounce over obstacles which legislators are continually putting in their way; and if one were to judge these men wholly by the effects of their actions and not partly by their intentions, they would deserve to be classed and punished with those mischievous persons who put obstructions on the railroads.

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After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule is not because they are most likely to be in the right, nor because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rule in all cases can not be based on justice, even as far as men understand it. Can there not be a government in which the majorities do not virtually decide right and wrong, but conscience?—in which majorities decide only those questions to which the rule of expediency is applicable? Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right. It is truly enough said that a corporation has no conscience; but a corporation of conscientious men is a corporation with a conscience. Law never made men a whit more just; and, by means of their respect for it,
ACTIVITY 1 (continued)

Key Ideas and Details Thoreau’s conclusion uses slavery as support for his call to action, to remind citizens that it is part of their civic responsibility to resist the actions of a government they deem unjust or oppressive. Thoreau’s last few statements drive this point home as he explains how his time in history was a perfect opportunity for men to “rebel and revolutionize” because 1/6th of the population were slaves, and the country was overrun by an “invading army,” which was, in reality, the American army.

Close Reading of Informational/Literary Nonfiction Texts (continued)

even the well disposed are daily made the agents on injustice. A common and natural result of an undue respect for the law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys, and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? or small movable forts and magazines, at the service of some unscrupulous man in power? . . .

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and robbery are organized, I say, let us not have such a machine any longer. In other words, when a sixth of the population of a nation which has undertaken to be the refuge of liberty are slaves, and a whole country is unjustly overrun and conquered by a foreign army, and subjected to military law, I think that it is not too soon for honest men to rebel and revolutionize. What makes this duty the more urgent is that fact that the country so overrun is not our own, but ours is the invading army.

Check Your Understanding
Now that you’ve read the passage three times and worked to understand its implications as well as its content, reflect on what Thoreau hopes to accomplish by publishing this essay. Explain in your own words how he uses diction and tone toward that goal.

Thoreau uses this essay as a call to action for people to recognize the inefficiencies and tyranny of the American government, and to suggest revolution and rebellion against this “machine.” While he does not offer strategic solutions, he approaches the subject more philosophically, using ideas of right and wrong, of conscience, and of moral liberty as a way for people to understand the real injustices. Thoreau uses real world examples of these injustices, including slavery and military affairs, as well as powerful metaphors and analogies. For example, he refers to both the government and agents of the government as “machines,” in order to reflect his views on their unjust nature. Phrases and expressions such as “wooden men,” “same sort of worth only as horses and dogs,” “useless and selfish” and “agents of injustice,” demonstrate Thoreau’s attempts at influencing the reader to share his view of government.

Synthesizing Your Understanding
Now that you have read the texts three times and studied the vocabulary, language, and ideas, synthesize your understanding by thinking about how different elements of the text contribute to the understanding of the text as a whole. Apply the SMELL strategy by responding to the following questions.

Introducing the Strategy: SMELL
SMELL is a strategy for analysis of a persuasive text. Using this strategy, the reader answers five essential questions about the sender-receiver relationship, the message, the emotional strategies, the logical strategies, and the language of the text.
TEACHER TO TEACHER

It may be helpful to provide additional instruction on the rhetorical appeals described in the SMELL strategy. Images of these appeals illustrated through a “rhetorical triangle” can be found online, which may help students visualize the connections between the appeals. After instruction, use a quick example from the text to analyze together as a class. Choosing a specific paragraph or two from the text may help students apply these concepts on a smaller scale. Then, students can use that analysis to help them understand the appeals used in the text as a whole.

12 You might ask students to write the answers to the follow-up questions about the SMELL elements independently or in pairs first, then share as a whole class. Be sure to lead the class in a whole-group discussion to monitor their understanding.

Close Reading of Informational/Literary Nonfiction Texts (continued)

S – Sender-Receiver Relationship

How might have Thoreau’s feeling towards war influence his diction and purpose in this essay? Who is Thoreau’s primary audience?

Thoreau’s objection to the “Mexican war” is evident in the examples he gives as well as the word choice. Thoreau references the role of the military in government, referring to the “standing army” and to soldiers as “wooden men.” He also makes the claim that those in government “are as likely to serve the devil ... as God,” a powerful comparison during a deeply religious time. Thoreau’s attitude towards the Mexican-American War presents itself through these comparisons and acts as the driving force of his argument against what he views as an oppressive government. His audience is the American people, and because the concepts he discusses deal with universal or inherent rights, this essay is applicable to all readers, citizens and enslaved people alike. The essay targets people who are disenfranchised or oppressed, but in theory, his ideas can be applied to a wide general audience.

M – Message

What is Thoreau’s main message or main idea? In other words, state Thoreau’s purpose for writing this essay.

Thoreau is using his essay as a call to action for people to revolt against a corrupt or over-reaching government. He references how America was “a nation which has undertaken to be the refuge of liberty,” but explains how that is not in fact true, given the institution of slavery, taxed commodities, and the use of the military without morality or conscience. Then he simply argues that if we have a government which does not command our respect, then why have such a “machine” in the first place? He calls upon such citizens to demand change and reform.

E – Emotional Strategies (Pathos)

In what ways does Thoreau appeal to his audience’s emotions? Use specific evidence from the text to support your response.

Thoreau framed his essay around how the rights and freedom of his contemporaries were at stake, and used real-world examples to demonstrate how the government was using its citizens and military for unjust purposes. Thoreau describes the inherent nature of Americans, establishes how they only have the responsibility to do what they think is right, and describes how they would accomplish more if the government “had not sometimes got in [our] way.” These discussions appeal to our emotional responses to such injustices, capitalizing on the concept of moral conscience and virtue.
L – Logical Strategies (Logos)

In what ways does Thoreau appeal to the logic of his audience? What are some examples of his appeals to logic or reason?

Thoreau points out that all men are aware of the option of rebellion and resistance, but they did not see how that time had come again. Thoreau draws comparisons between the reasons behind the Revolution and current issues of tyranny, such as the Mexican-American war and slavery. He also explains how the government “does not keep the country free. It does not settle the West. It does not educate,” and instead, it is because of the citizens themselves that these accomplishments have been made. Then he questions, if the government is in fact not allowing its citizens to prosper and do what they deem right or virtuous, then how is it not a time to resist? This use of logical reasoning calls on his audience to take action and fulfill his purpose for writing the essay.

L - Language Strategies

How does Thoreau use language for effect in this essay? What specific rhetorical strategies does he employ, and what is their effect?

In one sentence, Thoreau discusses the relationship between right and wrong and conscience, while in the next he uses more plain language or simple metaphors to make sense of it, such as equating the government to a machine, and how it “command(s) no more respect than . . . a lump of dirt.” The combination of real world examples and moral philosophy can be seen as both an ethical and logical appeal, by first describing his thinking, and second, applying that thinking to an issue his contemporaries would find compelling.

Writing Prompt: Using textual evidence to support your response, summarize how Thoreau uses diction and tone to achieve his intended purpose. Be sure to:
• Write a topic sentence that describes the diction and tone of the essay.
• Provide several pieces of appropriate textual evidence.
• Include commentary on how key sentences, paragraphs, and larger portions of the text support your claim.

Possible topic sentences:
• Thoreau’s essay uses a combination of formal and figurative language and a strong, purposeful tone to appeal to a general audience as a way to bring attention to the injustices imposed by an over-reaching government, and to call upon its citizens to demand change and reform.
• In an effort to incite rebellion and revolution against oppressive governments, Thoreau embodies common characteristics of motivational speeches, such as a forceful tone and figurative language.

ASSESS

For the writing prompt, check that students have shown their understanding of how diction and tone work together to achieve the author’s purpose. Students should describe the qualities/characteristics of Thoreau’s use of language, tone, and purpose and use textual evidence to support their response.

ADAPT

You may want to assess by asking students to discuss how Thoreau actually exhibited an act of civil disobedience. Use the following guiding questions to shape a discussion: What/how did Thoreau do? How did it help shape his essay? How are these ideas on civil disobedience relevant to today, or how can they be seen throughout history? How are these ideas connected to the broad qualities Thoreau attributes to “all men” or humanity in general?
ACTIVITY 2
Collaborative Practice

PLAN

This activity provides an opportunity for students to practice analyzing visual texts and comparing them to written texts using collaborative strategies. It is important to understand that this activity is part of a flexible suite of close-reading activities, so depending on your students and their needs, this could be a teacher-guided activity that further prepares students to succeed on the last independent activity.

TEACH

1 Review the information about the photograph with the class before they begin the activity.

ACTIVITY 2
Collaborative Practice

Look carefully at the photo that follows. This photo, titled “Peaceful protests during the Vietnam War” by Bob Adelman, is a famous image from one of many protests against the Vietnam War during the late 1960s. Because of the high number of casualties, high monetary costs, and controversial methods of war being used in Vietnam, citizens began questioning and speaking out against the war, sparking an Anti-War Movement. Many of these protestors argued for peace through nonviolent demonstrations and marches on key government buildings.

The badge on the protestor’s shirt says, “We don’t want violence” with a drawing of a dove underneath the text.
ACTIVITY 2 (continued)

2 Introduce or review the OPTIC strategy, clarifying each of the components for students before they begin their work. The OPTIC strategy requires students to identify multiple details in the visual text, much as they would in a close reading of a written text.

Introducing the Strategy: OPTIC

OPTIC is a strategy for systematically analyzing visual texts—including paintings, photographs, advertisements, maps, charts, or graphs—and developing an interpretation regarding the meaning or theme(s) of the text. The acronym stands for Overview, Parts, Title, Interrelationships, and Conclusion.

Applying OPTIC

The OPTIC strategy allows you to analyze a visual image in a systematic way in order to understand how all aspects of the artwork combine to create an overall impression. Work collaboratively to respond to the following prompts that are part of the OPTIC strategy. To do a close reading of a visual image, you should view and review the image each time you respond to the questions.

O – Write a brief overview of what the visual appears to be about.
This image shows a protester handing a flower to a line of armed men. The background information informs us that the image is from a protest of the Vietnam War.

P – Zoom in on all of the parts of the visual by describing any elements or details that seem important.
The image shows a line of armed police officers facing a crowd of civilians, one of whom is standing in front of the line of police, wearing a shirt pin that reads “We don’t want violence,” accompanied with a drawing of a dove. That same citizen also holds a flower extended to one of the police officers in the line. The expressions on the faces of the armed men are serious, while the man with the flower appears to be smiling.

T – Use the title(s) to clarify the subject of the visual.
The title immediately provides context for the viewer, so we know when in history this event is taking place, and why the protest is happening.

Differentiating Instruction

Depending on the needs and abilities of your students, you may wish to place students in small groups of mixed ability and varied strengths and give them time to work through the first four elements of the OPTIC strategy, leaving the conclusion for after class discussion. Alternately, you may wish to guide students through application of one element at a time for additional support, allowing them time to discuss each element in pairs or small groups before sharing their findings with the class. Consider having students respond individually to the last element in the strategy as a formative assessment of each student’s understanding.
ACTIVITY 2 (continued)

ELL Support
For students who need additional support with writing topic sentences, you may want to provide a sentence starter for the writing prompt; for example, “Thoreau’s essay and Adelman’s photo are connected through . . .”

ASSESS
For the writing prompt, check that students have shown their understanding by making a connection between the details in the visual, the inferences that can be made from those details, and the text passage.

ADAPT
You may want to assess by asking students to discuss connections to the written text and then having them write a paragraph of an objective summary only about the visual text.

Close Reading of Informational/Literary Nonfiction Texts (continued)

I – Specify the interrelationships of the visual. In other words, use the title as the theory and the parts of the visual as clues to detect and specify how the elements of the graphic are related.

The photograph is framed in a way that clearly divides the protesters from the armed men, with only guns and a solitary flower between the two groups. The elements in the photograph are related because they represent the opposite ideals described in the title, “peace” and “war.” The guns, representations of violence, are pointed towards the protesters in a violent gesture, but only the flower points back, suggesting non-violence and peace.

C – Draw a conclusion about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences.

The main idea of the photo is to illustrate how civil disobedience is met in the face of violence and establishment. Although the picture does not outwardly depict violence, there is a sense of struggle with the juxtaposition between the protester and line of police. The fact that the protester is “offering” a symbol of peace (the flower) conveys the overall goal of the protest, and a suggestion as to how those protesting wish to resolve the war: with a flower, not a gun.

Writing Prompt: Now that you have carefully examined the photo and come to conclusions about this visual text, write a paragraph that draws a connection between the photo and Thoreau’s essay in Activity 1. Be sure to:
• Write a topic sentence that connects the image to the essay.
• Include textual details and explain how they support your connection.
• Write a conclusion that follows from your explanations.

Possible topic sentences:
• This image could be considered a visualization of Thoreau’s message in his essay, in that it depicts an act of civil disobedience against a government body.
• Thoreau’s ideas on civil disobedience through nonviolent means are embodied in photos captured during the Anti-War Movement during the Vietnam War.
• Thoreau seeks to incite rebellion and resistance against a government that seems to act without conscience and impose against its citizens’ free will, a concept that can be seen through Bob Adelman’s photograph of protests against the Vietnam War, which used morality as a driving force for peace.
ACTIVITY 3
Independent Practice

As you did with the first text, you will read this text at least three times, focusing on a different purpose for each reading.

Background Information: The following text is a speech given by John Lewis during the March on Washington of 1963, one of the largest acts of civil protest in American history. John Lewis, then chairman of the Student Nonviolent Coordinating Committee (SNCC), spoke out against the political, economic, and social exploitation of the black community, and called for citizens to join the Civil Rights Movement and fight for freedom and equality through nonviolent means.

First Reading: First Impressions
Read the passage silently. Your focus for the first reading is on understanding the meaning of the passage. As you read, annotate the text, and practice diffusing. Use the definitions and synonyms in the margins to help your understanding.

Excerpt from
Speech
Excerpt from

“Speech at the March on Washington”

by John Lewis, August 28th 1963

We march today for jobs and freedom, but we have nothing to be proud of. For hundreds and thousands of our brothers are not here. For they are receiving starvation wages, or no wages at all. While we stand here, there are sharecroppers in the Delta of Mississippi who are out in the fields working for less than three dollars a day, twelve hours a day. While we stand here there are students in jail on trumped-up charges. Our brother James Farmer, along with many others, is also in jail. We come here today with a great sense of misgiving.
ACTIVITY 3 (continued)

Differentiated Instruction

Depending on your students’ readiness for this task, you may want to put students in pairs or in small groups for the second and third reading if they are not ready to do a close reading independently.

Close Reading of Informational/Literary Nonfiction Texts (continued)

2 It is true that we support the administration’s civil rights bill. We support it with great reservations, however. Unless Title III is put in this bill, there is nothing to protect the young children and old women who must face police dogs and fire hoses in the South while they engage in peaceful demonstrations. In its present form, this bill will not protect the citizens of Danville, Virginia, who must live in constant fear of a police state. It will not protect the hundreds and thousands of people that have been arrested on trumped charges. What about the three young men, SNCC field secretaries in Americus, Georgia, who face the death penalty for engaging in peaceful protest?

3 As it stands now, the voting section of this bill will not help the thousands of black people who want to vote. It will not help the citizens of Mississippi, of Alabama and Georgia, who are qualified to vote, but lack a sixth-grade education. “One man, one vote” is the African cry. It is ours too. It must be ours!

4 We must have legislation that will protect the Mississippi sharecropper who is put off of his farm because he dares to register to vote. We need a bill that will provide for the homeless and starving people of this nation. We need a bill that will ensure the equality of a maid who earns five dollars a week in a home of a family whose total income is $100,000 a year. We must have a good FEPC bill.

5 My friends, let us not forget that we are involved in a serious social revolution. By and large, American politics is dominated by politicians who build their careers on immoral compromises and ally themselves with open forms of political, economic, and social exploitation. There are exceptions, of course. We salute those. But what political leader can stand up and say, “My party is the party of principles”? For the party of Kennedy is also the party of Eastland. The party of Javits is also the party of Goldwater. Where is our party? Where is the political party that will make it unnecessary to march on Washington?

6 Where is the political party that will make it unnecessary to march in the streets of Birmingham? Where is the political party that will protect the citizens of Albany, Georgia? Do you know that in Albany, Georgia, nine of our leaders have been indicted, not by the Dixiecrats, but by the federal government for peaceful protest? But what did the federal government do when Albany’s deputy sheriff beat Attorney C.B. King and left him half-dead? What did the federal government do when local police officials kicked and assaulted the pregnant wife of Slater King, and she lost her baby?

SNCC: Student Nonviolent Coordinating Committee, a group comprised of young students who held events and protests on campuses across the U.S. for the Civil Rights Movement

FEPC: Fair Employment Practice Committee, originally formed in 1941 during World War II to end discriminatory employment practices

Dixiecrats: a term created to refer to Southern Democrats who left the Democratic Party in 1948 in opposition to its policy of extending civil rights, and subsequently to conservative Southern Democrats in general
To those who have said, “Be patient and wait,” we have long said that we cannot be patient. We do not want our freedom gradually, but we want to be free now! We are tired. We are tired of being beaten by policemen. We are tired of seeing our people locked up in jail over and over again. And then you holler, “Be patient.” How long can we be patient? We want our freedom and we want it now. We do not want to go to jail. But we will go to jail if this is the price we must pay for love, brotherhood, and true peace.

I appeal to all of you to get into this great revolution that is sweeping this nation. Get in and stay in the streets of every city, every village and hamlet of this nation until true freedom comes, until the revolution of 1776 is complete. We must get in this revolution and complete the revolution. For in the Delta in Mississippi, in southwest Georgia, in the Black Belt of Alabama, in Harlem, in Chicago, Detroit, Philadelphia, and all over this nation, the black masses are on the march for jobs and freedom.

They’re talking about slow down and stop. We will not stop. All of the forces of Eastland, Barnett, Wallace, and Thurmond will not stop this revolution. If we do not get meaningful legislation out of this Congress, the time will come when we will not confine our marching to Washington. We will march through the South; through the streets of Jackson, through the streets of Danville, through the streets of Cambridge, through the streets of Birmingham. But we will march with the spirit of love and with the spirit of dignity that we have shown here today. By the force of our demands, our determination, and our numbers, we shall splinter the segregated South into a thousand pieces and put them together in the image of God and democracy. We must say: “Wake up America! Wake up!” For we cannot stop, and we will not and cannot be patient.

Second Reading: Vocabulary in Context

Now that you have read the passage silently, listen and follow along as your teacher reads the passage aloud. As you read along, circle words and/or phrases other than the underlined words that you do not know or that you feel are important to the meaning of the article. Using context clues and reference resources, determine the meaning of any new words you need to define. Diffuse these words/phrases for comprehension.
ACTIVITY 3 (continued)

5 Check Your Understanding Have students assess and choose words that seem important to the subject matter and purpose of the text. Students should choose words whose definitions and connotations appropriately fulfill or reflect the author's intentions for his audience, and use those words to write a summary statement.

6 Third Reading: Review the directions for responding to the Key Ideas and Details questions to ensure that students understand questioning the text as a close-reading strategy. Monitor reading and annotation as students respond to the questions.

Key Ideas and Details This opening paragraph sets the tone for the event. Given the reason for the speech, it is an effective way of reminding attendees of why they've gathered and lays the foundation for the rest of the speech.

Key Ideas and Details The difference between “civil rights violations” and “young children and old women who must face police dogs and fire hoses” is one of emotional appeal. The first phrase is vague, almost technical, and seemingly removed from the emotional human experience, while the detail in the second phrase adds an emotional weight that matches the seriousness of the overall issue—a stark example of why the marches took place.

Check Your Understanding
Choose five words from the speech that you believe are important to the text and use those words to write a brief summary of the passage.

John Lewis discusses the exploitation of the black community, which includes minimal representation in government, segregation, inequalities in employment, voting restrictions, and criminal abuse from law enforcement. He invites citizens to join the Civil Rights Movement, a revolution started in the name of dignity, love, and freedom.

Third Reading: Text-Dependent Questioning
Now read the passage again, this time reading to respond to the Key Ideas and Details text-based questions. As your class discuss the text, write your responses to each question and highlight or underline the textual evidence that supports your answer.

Excerpt from Speech at the March on Washington
by John Lewis

1 We march today for jobs and freedom, but we have nothing to be proud of. For hundreds and thousands of our brothers are not here. For they are receiving starvation wages, or no wages at all. While we stand here, there are sharecroppers in the Delta of Mississippi who are out in the fields working for less than three dollars a day, twelve hours a day. While we stand here there are students in jail on trumped-up charges. Our brother James Farmer, along with many others, is also in jail. We come here today with a great sense of misgiving.

2 It is true that we support the administration's civil rights bill. We support it with great reservations, however. Unless Title III is put in this bill, there is nothing to protect the young children and old women who must face police dogs and fire hoses in the South while they engage in peaceful demonstrations. In its present form, this bill will not protect the citizens of Danville, Virginia, who must live in constant fear of a police state. It will not protect the hundreds and thousands of people that have been arrested on trumped charges. What about the three young men, SNCC field secretaries in Americus, Georgia, who face the death penalty for engaging in peaceful protest?
As it stands now, the voting section of this bill will not help the thousands of black people who want to vote. It will not help the citizens of Mississippi, of Alabama and Georgia, who are qualified to vote, but lack a sixth-grade education. “One man, one vote” is the African cry. It is ours too. It must be ours!

We must have legislation that will protect the Mississippi sharecropper who is put off of his farm because he dares to register to vote. We need a bill that will provide for the homeless and starving people of this nation. We need a bill that will ensure the equality of a maid who earns five dollars a week in a home of a family whose total income is $100,000 a year. We must have a good FEPC bill.

My friends, let us not forget that we are involved in a serious social revolution. By and large, American politics is dominated by politicians who build their careers on immoral compromises and ally themselves with open forms of political, economic, and social exploitation. There are exceptions, of course. We salute those. But what political leader can stand up and say, “My party is the party of principles”? For the party of Kennedy is also the party of Eastland. The party of Javits is also the party of Goldwater. Where is our party? Where is the political party that will make it unnecessary to march on Washington?

Where is the political party that will make it unnecessary to march in the streets of Birmingham? Where is the political party that will protect the citizens of Albany, Georgia? Do you know that in Albany, Georgia, nine of our leaders have been indicted, not by the Dixiecrats, but by the federal government for peaceful protest? But what did the federal government do when Albany’s deputy sheriff beat Attorney C.B. King and left him half-dead? What did the federal government do when local police officials kicked and assaulted the pregnant wife of Slater King, and she lost her baby?

To those who have said, “Be patient and wait,” we have long said that we cannot be patient. We do not want our freedom gradually, but we want to be free now! We are tired. We are tired of being beaten by policemen. We are tired of seeing our people locked up in jail over and over again. And then you holler, “Be patient.” How long can we be patient? We want our freedom and we want it now. We do not want to go to jail. But we will go to jail if this is the price we must pay for love, brotherhood, and true peace.

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7 To those who have said, “Be patient and wait,” we have long said that we cannot be patient. We do not want our freedom gradually, but we want to be free now! We are tired. We are tired of being beaten by policemen. We are tired of seeing our people locked up in jail over and over again. And then you holler, “Be patient.” How long can we be patient? We want our freedom and we want it now. We do not want to go to jail. But we will go to jail if this is the price we must pay for love, brotherhood, and true peace.

ACTIVITY 3 (continued)

Key Ideas and Details Until this paragraph, Lewis detailed current issues that needed to be addressed, and explained how the current draft of the bill did not meet those expectations. In this paragraph, Lewis begins to explain specific measures or issues that need to be addressed, and apply that to examples of the oppression the black community faced in everyday life. It shifts the message of the emotionally charged speech to one of actionable legislation, demonstrating Lewis’ belief that nonviolent action can and should be taken, particularly through political means.

Key Ideas and Details Lewis uses these series of questions as a way to draw attention to how the government has treated the black community and how it has continued to fail in protecting their civil rights. The level of detail provided continues to draw upon the emotional weight and severity of the injustices imposed on the black community, while also building momentum for the speech’s conclusion—to rally up protesters for the movement.
ACTIVITY 3 (continued)

Key Ideas and Details The American Revolution is considered the original fight for freedom from the tyranny and oppression from England, but in the aftermath, the U.S. maintained oppressive and inhumane practices such as slavery, wherein Lewis is making a connection. He argues that the revolution has yet to be complete because some citizens are still met with injustice and lack the freedom that the original revolution sought after.

7 Check Your Understanding Have students refer to their annotations to help guide their response. In their responses, students should describe and compare the last two paragraphs, and assess how they contribute to the speech as a whole. It may be helpful to practice this method with two other paragraphs in the speech.

Close Reading of Informational/Literary Nonfiction Texts (continued)

8 I appeal to all of you to get into this great revolution that is sweeping this nation. Get in and stay in the streets of every city, every village and hamlet of this nation until true freedom comes, until the revolution of 1776 is complete. We must get in this revolution and complete the revolution. For in the Delta in Mississippi, in southwest Georgia, in the Black Belt of Alabama, in Harlem, in Chicago, Detroit, Philadelphia, and all over this nation, the black masses are on the march for jobs and freedom.

9 They’re talking about slow down and stop. We will not stop. All of the forces of Eastland, Barnett, Wallace, and Thurmond will not stop this revolution. If we do not get meaningful legislation out of this Congress, the time will come when we will not confine our marching to Washington. We will march through the South; through the streets of Jackson, through the streets of Danville, through the streets of Cambridge, through the streets of Birmingham. But we will march with the spirit of love and with the spirit of dignity that we have shown here today. By the force of our demands, our determination, and our numbers, we shall splinter the segregated South into a thousand pieces and put them together in the image of God and democracy. We must say: “Wake up America! Wake up!” For we cannot stop, and we will not and cannot be patient.

Check Your Understanding

Consider how Lewis concludes the speech. What is the difference between the 8th and 9th paragraph? How does the last paragraph contribute to the speech as a whole?

In the 8th paragraph, Lewis summarizes his call to action by reaching out and inviting citizens from major metropolitan cities across the U.S. to join the movement and “complete the revolution.” But in the final paragraph, Lewis dives deeper into that call by providing a path or scope for the movement. He explains how more marches are needed, that they will not stop or slow down like the government has requested or tried to enforce, and he definitively states they will succeed. He explains how this sense of urgency/immediacy and unwavering strength in numbers and determination is what’s needed in order to achieve true democracy and freedom.
**Synthesizing Your Understanding**

**Using SMELL:** Refer back to Activity 1 and review the SMELL strategy. Reread the passage and underline sentences that you believe express important ideas related to different elements of the text. Apply the SMELL strategy by responding to the following questions.

**S – Sender-Receiver Relationship**

How does Lewis’ role within the SNCC influence his standing within the Civil Rights Movement, and impact this speech? What inference can you draw about the target audience based on his position in this organization?

The SNCC played a crucial part in the movement by increasing its number of supporters and activists, organizing events, and being the voice of its members. As such, it was fitting to have a young but high-ranking member of the committee deliver a speech at one of the most important and largest events of the movement. The attendees of the event were average citizens: students, activists, public figures, community organizers, etc. And while the speech was a rallying cry for more support, the speech could have also been intended for those who were still weary of or against the movement.

**M – Message**

What is the message or main idea of the text? What is Lewis’ purpose?

This speech, along with others delivered at the march, was meant to solidify, unite, and encourage members of the movement to continue their work, but also to recruit new members and activists—to draw attention to their cause. They also meant to show their strength and determination to the government and to their opposition.

**E – Emotional Strategies (Pathos)**

In what ways does Lewis appeal to the emotions of his audience? What are examples of his appeals to emotion?

Perhaps his most effective rhetorical appeal, Lewis appealed to emotions through the detailed retelling of the injustices that were common in the black community, such as unlawful jail sentences, police violence, and employment inequalities. Lewis also posed questions like “What did the federal government do when local police officials kicked and assaulted the pregnant wife of Slater King, and she lost her baby?” to emphasize the extent of the injustices and brutality imposed on black citizens. By using such detailed descriptions and powerful imagery, Lewis seeks to draw sympathy and compassion, to draw attention to the need for more protections and civil rights.
ACTIVITY 3 (continued)

ASSESS

For this writing prompt, check that students understand the connections between diction, tone, and purpose. Student responses should include a comparison of the two texts with multiple pieces of evidence from each to support their responses.

ADAPT

You may wish to put students in pairs or small groups if they are not ready to respond to the writing prompt independently. You may also consider asking students to discuss their ideas in small groups before tasked with writing, or practice writing topic sentences together as a class.

Close Reading of Informational/Literary Nonfiction Texts (continued)

L – Logical Strategies (Logos)

In what ways does the author appeal to the reader’s sense of reason or logic? What are some examples of appeals to logic or reason?

Even though Lewis’ real-world examples appeal to the audience’s emotions, they also appeal to our sense of logic. Lewis references the FEPC bill, but notes how it is still unfair and does not offer the extent of protections needed. He provides a long list of civil rights infractions against the black community across the country, which made this a national problem, not just a southern problem. He made a comparison to the American Revolution, to continue to fight for freedom and justice as if the Revolution had not ended. These examples allow the audience to relate to the issue and understand how the then-current efforts for civil rights protections were not nearly enough.

L – Language Strategies

How would you characterize Lewis’ use of language? What specific rhetorical strategies does he employ, and what is their intended effect?

Lewis uses tone, imagery, and connotative meaning as a way to “awaken” his audience and take action for change. Lewis chose to use many evocative words that have strong connotations of conviction and urgency, coupled with detailed pictures/examples of the struggle and injustices endured by black communities across the U.S., particularly in the Deep South. Statements like “We are tired of being beaten by policemen. We are tired of seeing our people locked up in jail over and over again. And then you holler, ‘Be patient.’ How long can we be patient?” speak to the seriousness and emotional weight the Civil Rights Movement carried. This tone mirrors the purpose of the movement in general, and was particularly effective in rallying support for the cause.

Writing Prompt: Now that you have studied Lewis’ speech, write a response in which you compare and contrast his tone and diction with that of Thoreau’s essay. Be sure to:

• Write a thesis statement that compares Lewis’ and Thoreau’s tone and diction.
• Choose several pieces of appropriate textual evidence.
• Explain the significance of your textual evidence.

Possible thesis statements:

• While both texts concern the same subject and use similar rhetorical techniques, Lewis’ genre merits more plain language and emotional appeal.
• Although Thoreau used a philosophical approach to rally for civil disobedience, Lewis used more real-world examples of injustice and had more urgency in his tone.
**ACTIVITY 4**

**Synthesis Questions**

Your teacher may choose, or ask you to choose, one of the following assessments to demonstrate your understanding of the texts you have read.

**Writing Prompt:** Consider the impacts that all three texts have on your understanding of the concept of civil disobedience. How is this concept relevant to today’s society? Note how each text approaches the concept, and use that information to write a thoughtful essay on how these texts have shaped your understanding of civil disobedience. You may provide more modern or current instances of acts of civil disobedience, or discuss how such acts have changed throughout America’s history. In your essay, be sure to reference each text presented in this workshop, and provide evidence from the texts to support your ideas.

**Debate/Discussion:** Conduct a Socratic Seminar. Work with a small group of students to revisit the texts in this unit and create two or three open-ended questions for each written and visual text. These questions should concern a specific element of the texts, such as the tone, diction, purpose, or context (i.e., larger conversation surrounding the topic). Remember that your open-ended questions should not have a “yes” or “no” answer, but should be questions that will encourage a rich discussion that requires thoughtful responses. With your questions and your annotated text in front of you, engage with your peers in a Socratic Seminar in which you share your questions and respond to the questions that other students have generated.

**Multimedia Presentation:** Civil rights and liberties are universal concepts, and acts of disobedience can also be found across the globe. Conduct research to investigate an act of civil disobedience from outside of the U.S. Consider finding similar texts that detail the event, such as photos, essays, and speeches, and compare their textual elements. Draw connections to the events depicted in this workshop, and identify any similar concepts discussed. For this assignment, be sure to find at least two additional non-American acts of civil disobedience. Use a multimedia presentation tool such as a digital slideshow to arrange and present your findings to the class.

This activity is intended for whole class involvement. The assessments can be used for homework or in-class timed writings or multi-day presentations. These prompts can be used as optional assessments to determine students’ skills in synthesizing texts from the entire close-reading workshop.

Each of these assessments builds on a unique skill: writing, debate/discussion, or using multimedia to present an idea or perspective. You can adjust these options to be individual or group assignments, allow students to choose, or assign specific prompts to individual students or to the whole class.
ACTIVITY 4 (continued)

Reflection
Allow students time to reflect on both the topics and the close-reading strategies that best helped them learn to read and understand meaning in both written and visual texts.

Close Reading of Informational/Literary Nonfiction Texts (continued)

Reflection
Think about what you have learned from your close reading and analysis of the text passages you have read in this workshop.

1. Both texts exhibit strong tones that are identified through diction and use of language. How can you apply your understanding of the relationship between tone and diction to similar texts?

   In these texts, tone and diction have an important relationship where each is dependent on the other. In order to have an idea for the tone, the author must understand their purpose and the textual conventions of their chosen genre. But for that tone to be effective, they must also choose their words wisely to provide the right connotations for their desired effect. For Thoreau, he chose the essay genre as the best way to communicate his ideas given the conventions of the time. However, he also wanted to use philosophical concepts as a way to argue his claims and get people thinking about the relationship between the government and its citizens. So naturally, Thoreau discussed ideas of conscience and inherent duties, and used metaphors to aid in comprehension or application of his ideas.

   Lewis, on the other hand, knew his audience was aware of their current (and troubled) relationship with government, and had a bigger sense of urgency to rally support for change. Lewis wanted to reach the widest audience possible in order to gain the most support, and the best way to do that was through an emotionally heavy speech that tackled the issues head on. He used troubling imagery of real-life examples of injustices, and immediately tied those examples to a need for change.

   These approaches can be applied to other texts that have similar purposes as a way to help readers understand the full extent of a text’s content, context, and meaning, regardless of topic or genre.

2. In this workshop, you have learned to make meaning of three different texts. How can you use what you have learned to help you as you encounter challenging texts in the future? What strategies helped you as a learner during this workshop? When and why would you use these strategies in the future?