

# ESSAYS AND SPEECHES

**Grade Level or Special Area:** 8<sup>th</sup> Grade Language Arts

**Written by:** Donna Seekamp, Aurora Academy Charter School, Aurora, Colorado

**Length of Unit:** Eight lessons (approximately 11 days); 1 day = 55 minutes)

## I. ABSTRACT

This unit introduces students to the richness and depth of essays and speeches as literary threads adorning the intricate tapestry of American culture. The first person voice of the essay contributes an intimate aspect to the author/audience relationship, while it maintains a formal perspective on contemporary society. Similarly, the speeches of Martin Luther King, Jr., and John F. Kennedy seem to speak directly to the reader today even as they reflect the hopes and dreams of previous generations. One can almost hear the cheers and applause as these masterpieces worked their way into the fabric of American history!

## II. OVERVIEW

### A. Concept Objectives

1. Understand the power of language to persuade, or give a charge to, a whole group or society. (Colorado State Standard. (CSS) 8.4.A)
2. Understand how primary sources of nonfiction literature reflect the historic period in which they were written. (CSS 8.1.I)
3. Appreciate the ability of written or spoken words to create visual images and convey themes. (CSS 8.2.D)

### B. Content from the *Core Knowledge Sequence*

1. Essays and Speeches, p. 184
  - a. "Letter from a Birmingham Jail," Dr. Martin Luther King, Jr.
  - b. "The Marginal World," Rachel Carson
  - c. "Death of a Pig," E.B. White
  - d. "I Have a Dream," Dr. Martin Luther King, Jr.
  - e. "Ask not what your country can do for you," President John F. Kennedy
2. Expository writing: Write essays that describe, narrate, persuade, p. 181
3. Speaking and Listening, p. 181

### C. Skill Objectives

1. Define vocabulary connotatively in contemporary context. (CSS 8.1.I)
2. Participate civilly and productively in group discussions. (CSS 8.2.D)
3. Complete word search found in Appendix C. (CSS 8.1.I)
4. Review and identify literary terms and figures of speech. (CSS 8.4.A)
5. Write a response paper to the Martin Luther King, Jr. essay. (CSS 8.2.D)
6. Fill out sensory data sheet on a nature walk. (CSS 8.2.D)
7. Gather relevant data for a descriptive paragraph. (CSS 8.2.D) *CK Sequence*, p. 181
8. Write a descriptive paragraph emulating Rachel Carson's style. (CSS 8.2.D) *CK Sequence*, p. 181
9. Analyze the setting, tone, and mood of the essay, "Death of a Pig," to determine the author's purpose. (CSS 8.2.D)
10. Investigate the style and verbiage of the "I Have a Dream" speech to determine the source of eloquence and strength. (CSS 8.4.A)
11. List reasons why the speech is so powerful. (CSS 8.4.A)
12. Record one quote and four pertinent references to the political and social atmosphere in the USA in the early 1960's. (CSS 8.1.I).

13. Enumerate symbols of liberty from the speeches and showcase them on class size banners. (CSS 8.1.I)
14. Distill and display, within a collage format, quotes from speeches. (CSS 8.2.D)
15. Compose an essay evaluating the impact of one of the essays or speeches studied, not only on contemporary society, but on American culture today. (CSS 8.4.A) (CSS 8.1.I) (CSS 8.2.D)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *The Civil Rights Movement*, Levy
  2. *The Edge of the Sea*, Carson
  3. *Emergence of the Essayist*, Root
  4. *Dictionary of Cultural Literacy*, Hirsch, Kett, & Trefil
  5. *Step Up To Writing*, Auman
- B. For Students
  1. The Civil Rights Movement- *Core Knowledge Sequence*, Grade 8, p. 188 and Grade 2, p. 50
  2. The Kennedy Years- *Core Knowledge Sequence*, Grade 8
  3. The Emergence of Environmentalism- *Core Knowledge Sequence*, Grade 8
  4. Greek/Latin root words- *Core Knowledge Sequence*, Grade 8
  5. Expository Writing- *Core Knowledge Sequence*, Grade 8
  6. Paragraph writing expertise as taught in *Step Up To Writing*, Auman

### IV. RESOURCES

- A. Marshall, Michael J., Ed. *Realms of Gold*, volume 3, for all students (All Lessons)
- B. Auman, Maureen. *Step Up To Writing*, lesson two (Lesson Three)
- C. Video of “I Have a Dream” speech (Lesson Five)
- D. Musical recording of “My Country ‘Tis of Thee” (Lesson Five)

### V. LESSONS

#### **Lesson One: “Letter from a Birmingham Jail”- Historic Interpretation (approximately two 55 minute class periods)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Understand how primary sources of nonfiction literature reflect the historic period in which they were written. (CSS 8.1.I)
  2. Lesson Content
    - a. “Letter from a Birmingham Jail,” Dr. Martin Luther King, Jr.
    - b. Speaking and Listening
  3. Skill Objective(s)
    - a. Define vocabulary connotatively in contemporary context.
    - b. Participate civilly and productively in group discussion.
    - c. Complete word search found in Appendix C.
- B. *Materials*
  1. Teacher copy of Key Vocabulary from Lesson 1.C
  2. *Realms of Gold*, vol. 3, copies for all students
  3. Notebook paper and pens for all students
  4. Teacher copy of Appendix A: background information on Dr. King
  5. Teacher copy of Appendix B: discussion questions
  6. Copies for each student of Appendix C: word search
  7. Teacher copy of Appendix D: word search solution

8. Teacher copy of Appendix E: figures of speech and literary terms
- C. *Key Vocabulary*
1. “Outside agitator”- derogatory term given to someone coming in to participate in peaceful demonstrations
  2. Segregated - to be separated from other groups (racial)
  3. Civil disobedience- refusal to obey civil laws, as a way of bringing about reform
  4. “White moderate”- whites who wished to have equality for blacks, but wanted “order” more - King called this a negative peace
  5. “Black nationalists” - blacks who favored extreme action to gain civil rights
  6. Racial discrimination - single out certain races for unfair treatment
  7. “Sit-ins”- a form of nonviolent protest, demonstrators occupy a place and refuse to leave – sit-ins were designed to provoke arrest and thereby gain attention for demonstrators’ cause (adapted from *Dictionary of Cultural Literacy*, p. 295)
  8. “Freedom rides”- advocates challenging racial segregation rode buses to the South and were often attacked by angry mobs (adapted from *Dictionary of Cultural Literacy*, p. 278)
  9. “Social revolution”- an overthrow of society’s current policies, standards, or values
- D. *Procedures/Activities*
1. Write Key Vocabulary words, from Lesson One, section C., on the board without definitions. Have students copy these and write down what they think each term means. Collect papers.
  2. Introduce the essay with the information in Appendix A. Discuss Dr. Martin Luther King, Jr.’s background, briefly.
  3. Invite discussion on what students know about the Civil Rights Movement of the 1960’s. (See *Core Knowledge Sequence*, p. 188: Civil Rights Act of 1964, Montgomery Bus Boycott, Malcolm X, Black Power, Black Panthers, Dr. King’s assassination in 1968)
  4. Have students read aloud, “Letter from a Birmingham Jail,” in *Realms of Gold*, vol. 3, p. 232. Stop them along the way for purposes of discussion. (Point out figures of speech listed on Appendix E.)
  5. Question students’ understanding of sophisticated passages and historic references. See questions in Appendix B to encourage discussion.
  6. Hand out copies of Appendix C. Have students do the word search to punctuate introduction to challenging vocabulary contained in the essay.
  7. Refer to Appendix D for word search solution.
- E. *Assessment/Evaluation*
1. Collect Key Vocabulary papers from #1 in Procedures/Activities above. This pre-assessment is for the purpose of determining prior knowledge and guiding instruction.
  2. Check word search puzzle for accuracy with the word search solution in Appendix D, awarding 10 points for completion.

**Lesson Two: “Letter from a Birmingham Jail”- Literarily (one 55 minute class period)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand the power of language to persuade, or give a charge to, a whole group or society. (CSS 8.4.A)
2. Lesson Content
  - a. “Letter from a Birmingham Jail,” Dr. Martin Luther King, Jr.
  - b. Expository Writing: Write essays that describe, narrate, persuade

3. Skill Objective(s)
    - a. Review and identify literary terms and figures of speech.
    - b. Write a response paper to the Martin Luther King, Jr. essay.
- B. *Materials*
1. *Realms of Gold, vol. 3*, copies for all students
  2. Notebook paper and pens for all students
  3. Teacher copy of Appendix E: literary terms and figures of speech
  4. Teacher copy of Appendix F: Greek/Latin root words
  5. *Step Up To Writing*, Auman
  6. Teacher copy of Appendix G: rubric to assess writing assignments
- C. *Key Vocabulary*
1. See Appendix F for Greek/Latin root words from 8<sup>th</sup> Grade *Core Knowledge Sequence* p.182-183, included in the essay.
- D. *Procedures/Activities*
1. Review literary terms and figures of speech- Appendix E: alliteration, allusion, imagery, metaphor and simile.
  2. Have students search the text for examples of these terms.
  3. Discuss the possible effect of the eloquent, rich style of language used by Dr. King on the audience reading it in the 1960's. (His writing style would go a long ways toward convincing people of Dr. King's intelligence, education, and justifiable thinking. He was a peaceful man, and this fact persuaded, as well.)
  4. Discuss the audience for which this essay was written and make the connection between the Christian background of the intended readers and the religious references throughout the essay. These allusions increase the potency of the message. (Dr. King's religious background and allusions made a convincing argument. The audience could not argue with the points he made.)
  5. Share Greek/Latin root words, Appendix F, emphasizing the sophisticated style and vocabulary in the essay. Accentuate to students the power of language and strength of the right word at the right time.
  6. Write the following questions on the board to guide student thinking:
    - a. What is Dr. King requesting of the reader? (to take action)
    - b. How does he persuade the reader of this essay? (with plenty of examples of why they should take action, and literary terms that are good tools)
    - c. How can analyzing this essay help you become a better writer? (When students read the power of Dr. King's essay, they realize how impacting the right words can be and model their own writing after that of Dr. King.)
  7. Have students write a response paper to "Letter from a Birmingham Jail," answering the questions in #6, above. The papers should be three to five paragraphs and follow the *Step Up To Writing* model. Remind students to create a solid introduction, body, and conclusion. Students must cite examples and quote inclusions appropriately.
- E. *Assessment/Evaluation*
1. Grade response papers using the rubric in Appendix G.

**Lesson Three: "The Marginal World" (two 55 minute class periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Appreciate the ability of written or spoken words to create visual images and convey themes. (CSS 8.2.D)

2. Lesson Content
    - a. “The Marginal World,” Rachel Carson
    - b. Expository Writing: Write essays that describe, narrate, persuade
  3. Skill Objective(s)
    - a. Fill out sensory data sheet on a nature walk.
    - b. Gather relevant data for a descriptive paragraph.
    - c. Write a descriptive paragraph emulating Rachel Carson’s style.
- B. *Materials*
1. Teacher copy of Appendix H: background information on Rachel Carson
  2. *Realms of Gold, vol. 3*, copies for all students
  3. Notebook paper and pens for all students
  4. Students should bring something to write on (a makeshift desk top) in the field; a clipboard, a notebook, or a piece of cardboard would work
  5. Copies for each student of Appendix I: Carson’s words that set the mood
  6. Copies for each student of Appendix J: Sensory Data Sheets, to fill in on walk
  7. *Step Up To Writing*, Auman, for teacher reference
  8. Permission slips - For the nature walk activity, be prepared with parent or guardian signed permission slips, on forms authorized by your school, for trips off school property.
  9. Appendix G: Writing Rubric
- C. *Key Vocabulary*  
Key Vocabulary is listed in Appendix I
- D. *Procedures/Activities*
1. Introduce the essay with the information in Appendix H. Talk about Rachel Carson’s love of writing, science, and nature.
  2. Have students read aloud, “The Marginal World,” in *Realms of Gold*, vol. 3, p. 268.
  3. Discuss Carson’s writing style and attention to detail. Have students search the text for sensory words and phrases that elicit the almost magical feeling evoked in the reading of it. Pass out Appendix I to the students. Look at the list of words/phrases in this handout. These are some examples of imagery that create the enchanting feeling to her essay.
  4. Review rules for descriptive writing from *Step Up To Writing*, by Auman.
  5. For nature walk, take signed permission slips and class roster.
  6. Proceed on the nature walk. Encourage students to focus on a small area and record interesting details. They should use notebook paper and Appendix J, the sensory data sheet, for recording information.
  7. Check their progress. Remind students to gather relevant data for the paragraph they will write the next day. They need not write complete sentences, just thoughts and observations, being as specific as possible.
  8. Have students write paragraphs on the world they discovered on the nature walk. They should take time for peer editing and create a final copy.
  9. Collect both the paragraphs and the nature walk diaries.
- E. *Assessment/Evaluation*
1. Grade the paragraphs using the rubric from Appendix G.

**Lesson Four: “Death of a Pig” (one 55 minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Appreciate the ability of written or spoken words to create visual images and convey themes. (CSS 8.2.D)

2. Lesson Content
    - a. "Death of a Pig," *E.B. White*
  3. Skill Objective(s)
    - a. Students will analyze the setting, tone, and mood of this essay, to determine the author's purpose.
- B. *Materials*
1. *Realms of Gold*, vol. 3, copies for all students
  2. Notebook paper and pens for all students
  3. Teacher copy of Appendix K: background information on E.B.White
  4. Copies for all students of Appendix L: quiz on "Death of a Pig"
  5. Teacher copy of Appendix M: answers for quiz, above
- C. *Key Vocabulary*
1. Blossomtime - spring time, p. 256 *Realms of Gold*, vol. 3
  2. Icehouse - before refrigerators, iceboxes needed ice to be stored, p. 257
  3. Weanlings - baby pigs, p. 260
  4. Hackmatacks - a kind of coniferous tree, p. 265
- D. *Procedures/Activities*
1. Ask the class who has read, or had read to them, the novel, *Charlotte's Web*. Discuss briefly. Ask who is familiar with the book or video of *Stuart Little*. Students may feel some familiarity with the author and thereby be receptive to reading the essay.
  2. Introduce the lesson with the background information on E.B.White, using Appendix K.
  3. Read the essay in class. Discuss key vocabulary and the homespun flavor of the essay. (For example, p. 257, he compares the pig yard to potato planting, on p. 258, when the pig gets sick; he calls "Henry." In this small community, everyone knows each other. On p. 260, he personifies the hot days that come to the farm.)
  4. Direct students to be aware of White's dry wit. An example to share is found on p. 256, wherein White discusses the usual business of the farmer to raise and butcher pigs. He says, "The murder, being premeditated, is in the first degree but is quick and skillful, and the smoked bacon and ham provide a ceremonial ending whose fitness is seldom questioned."
  5. Discuss how White's philosophy about this pig changed with the pig's threatening illness. (He thought of it more as a friend, one that he desperately wanted to keep alive. Look at the quote on p. 263, where he worries that what happens to the pig's world happens to his world, too. This is the theme.)
  6. Hand out quizzes, Appendix L, and have students work independently.
  7. Collect quizzes.
- E. *Assessment/Evaluation*
1. Quiz on the essay, Appendix L - answer key, Appendix M

**Lesson Five: "I Have a Dream," Dr. Martin Luther King, Jr. (two 55 minute class periods)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand the power of language to persuade, or give a charge to, a whole group or society. (CSS 8.4.A)
  2. Lesson Content
    - a. "I Have a Dream," Dr. Martin Luther King

3. Skill Objective(s)
    - a. Investigate the style, verbiage, and presentation of King’s speech to determine the source of eloquence and strength.
    - b. List reasons why the speech is so powerful.
- B. *Materials*
1. *Realms of Gold*, vol. 3, for all students
  2. Notebook paper and pens for all students
  3. Video of “I Have a Dream” speech presentation on August 28, 1963
  4. Sound recording of “My Country ‘Tis of Thee (America)”
  5. Teacher copy of Appendix N: background information on speeches
- C. *Key Vocabulary*
1. Languishing - to exist in miserable conditions - p. 297, *Realms of Gold*, vol. 3
  2. Unalienable - not to be given or taken away - p. 298
  3. Gradualism - advancement towards a goal in slow stages - p. 298
  4. Militancy - fight or warring, combative character - p. 299
  5. Inextricably - so entangled as to make escape impossible - p. 299
- D. *Procedures/Activities*
1. Introduce lesson with background information from Appendix N.
  2. Have class listen to sound recording of “My Country ‘Tis of Thee.”
  3. Discuss the words of the song, and implications for patriotic Americans. (Having learned of Marion Anderson’s rendition years earlier, Dr. King’s repetition of the words, “Let freedom ring,” have a special significance. How ironic that the song boasts freedom for people who are fighting to be free in their own country.)
  4. Have students watch the video presentation of Martin Luther King giving his “I Have a Dream” speech. Invite comments and discussion. What is the first reaction that students have? Have them comment on the reaction of the hundreds of thousands of people in the attendance on August 28, 1963.
  5. Tie in the song with the content of the speech. Emphasize the positive tone, the sense of community created, and the sense of American spirit and freedom for all Americans in the speech. When hearing the song and the speech, one is encouraged that freedom will win over prejudice and injustice.
  6. Discuss Key Vocabulary words in context of speech.
  7. Discuss King’s talent with voice inflection, presentation, and use of repetition. His occupation as a minister served him well in the experience of public speaking. His inflection and presentation was masterful and powerful.
  8. Have students assemble into groups of three or four students. Each group will read the speech and make a list of ways King made the speech powerful.
  9. Group members are each responsible for adding at least two items to the group list of techniques, presentation skills, or figures of speech that add to the success of this speech. Encourage students to use their reactions to the speech in working on this list.
  10. Group members should initial their contribution to the list, for credit.
  11. Share the information with the class. Review passages together, explaining style points along the way.
  12. Have each student write down a quotation that they feel is especially meaningful. These will be used in lesson seven. Collect papers.
- E. *Assessment/Evaluation*
1. Give participation credit for group work. Students will earn 5 points for two contributions to the group list. Use this evaluation to monitor progress of student understanding of speech analysis.

## **Lesson Six: President John F. Kennedy's Inaugural Address (one 55 minute class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand how primary sources of nonfiction literature reflect the historic period in which they were written (CSS 8.1.I)
  2. Lesson Content
    - a. "Ask not what your country can do for you," President John F. Kennedy, January 20, 1961
  3. Skill Objective(s)
    - a. Record one quote and four pertinent references to the political and social atmosphere in the USA in the early 1960's.
- B. *Materials*
1. Teacher copy of Appendix N: background information on speeches
  2. Teacher copy of Appendix O: sample graphic organizer, made into an overhead transparency
  3. *Realms of Gold*, vol. 3, for all students
  4. Notebook paper and pens for all students
- C. *Key Vocabulary*
1. Subversion - act of overturning, destruction - p. 293 - *Realms of Gold*, vol. 3
  2. Aggression - act of initiating hostilities or invasion - p. 293
  3. Sovereign - supreme authority, especially in government - p. 294
  4. Invective - a severe or violent reproach or accusation - p. 294
  5. Eradicate - to root out and destroy - p. 295
- D. *Procedures/Activities*
1. Introduce speech with background information from Appendix N.
  2. Read the speech together in class, emphasizing understanding of important references, such as p. 292, *Realms of Gold*, vol. 3, "...we are the heirs of that first revolution." Ask students what event Kennedy is referring to in this passage (the American War for Independence).
  3. Discuss the speech and the contemporary perspective of the 1960's. What were people worried about? (poverty, racial violence and injustice) What were people afraid of? (Communism, nuclear arms)
  4. Review impact of powerful, quotable segments of the speech. A good example is on p. 293, in the first paragraph. Kennedy's speech is short, but packed with quotable maxims and noble philosophies.
  5. Discuss the key vocabulary within the context of the speech.
  6. Have students go over the speech and pick out quotes that are especially meaningful to them.
  7. Share overhead transparency sample of graphic organizer, Appendix O.
  8. Each student will record a quote of choice from the speech by writing it in the center of a piece of paper. Have students include the page number where the quote is located in *Realms of Gold*, vol. 3.
  9. On the same paper, have students create graphic organizers.
  10. They will peruse the speech and select four pertinent points that Kennedy makes about the USA during the early 1960's. An example is given in Appendix O. These points will fill in the outer branches of the web. Assess the graphic organizers and use for Lesson Seven, "Liberty Banners."
- E. *Assessment/Evaluation*
1. Collect and assess graphic organizers for ten points, two points for the quote, and two points for each pertinent point. This assessment will monitor student progress.

## **Lesson Seven: Liberty Banners (one 55 minute class period)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Appreciate the ability of written or spoken words to create visual images and convey themes. (CSS 8.2.D)
2. Lesson Content
  - a. "I Have a Dream" speech
  - b. "Ask not what your country can do for you"
3. Skill Objective(s)
  - a. Enumerate symbols of liberty from the speeches and showcase them on class size banners.
  - b. Distill and display, within a collage format, powerful quotes from the King and Kennedy speeches.

### B. *Materials*

1. All students must have copies of the quotes they chose from the two speeches, "I Have a Dream," and "Ask not what your country can do for you"
2. Scissors for all students
3. Butcher paper, (two sheets, each ten feet long), for students to work on together
4. The following items will be needed by all students, but can be shared:
  - a. Colored pencils or markers
  - b. Magazines to cut up
  - c. Glue

### C. *Key Vocabulary*

Covered in previous two lessons

### D. *Procedures/Activities*

1. Students will create "liberty banners" which will contain their quotes, artistically displayed. The top of one banner will read, "Ask not what your country can do for you..." The second banner will be entitled, "I Have a Dream."
2. Graphic organizers from Lesson Six, and quotes from both Lessons Six and Seven, will adorn the banners, artistically replicated for showcasing. Students may interpret the speeches boldly, with vibrant colors.
3. Each student will choose magazine pictures and cut out words to complete the banner, collage style. Pictures should promote American ideals and symbols of freedom. Words and pictures should be affixed to the posters.
4. The completed project will be displayed in the classroom or hallway bulletin board.

### E. *Assessment/Evaluation*

1. Completion of quote transcription and embellishment of banners celebrating the powerful words of King and Kennedy will be assessed for twenty points:
  - a. Teamwork with classmates, by teacher observation - 5 points
  - b. Quotes and graphic organizers on banners - 10 points
  - c. Contribution to artistic display with pictures - 5 points

## **Lesson Eight: Culminating Assessment (one 55 minute class period)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand the power of language to persuade, or give a charge to, a whole group or society. (Colorado State Standard. (CSS) 8.4.A)

- b. Understand how primary sources of nonfiction literature reflect the historic period in which they were written. (CSS 8.1.I)
      - c. Appreciate the ability of written or spoken words to create visual images and convey themes. (CSS 8.2.D)
    - 2. Lesson Content
      - a. Essays and Speeches
      - b. Expository writing: Write essays that describe, narrate, persuade
    - 3. Skill Objective(s)
      - a. Compose an essay evaluating the impact of one of the essays or speeches studied, not only on contemporary society, but on American culture today.
  - B. *Materials*
    - 1. *Realms of Gold*, vol. 3, for all students
    - 2. Notebook paper and pens for all students
    - 3. Copies for all students of Appendix P: an analysis of essays and speeches
    - 4. Teacher copy of Appendix G: writing rubric
  - C. *Key Vocabulary*  
Previous lessons, inclusive
  - D. *Procedures/Activities*
    - 1. Hand out Appendix P and have students write a summative paper. Students may use their books and any notes or previous assignments; but they must work independently.
    - 2. Collect papers at the end of class.
  - E. *Assessment/Evaluation*
    - 1. Grade papers using the rubric in Appendix G.

## VI. CULMINATING ACTIVITY

- A. Unit Test: Pass out Appendix Q, for all students. They should follow directions and turn the test in upon completion. Use Appendix R to grade the tests.
- B. Share the Knowledge! Invite second graders, who will study the Civil Rights Movement, *Core Knowledge Sequence*, p. 50, to visit the classroom and view the liberty banners. Eighth graders answer questions from second graders about the banners and the importance of the speeches.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Notes on “Letter from a Birmingham Jail” (Lesson One)
- B. Appendix B: Discussion Questions for “Letter from a Birmingham Jail” (Lesson One)
- C. Appendix C: Word Search on “Letter From a Birmingham Jail” (Lesson One)
- D. Appendix D: Word Search Solution for “Letter From a Birmingham Jail” (Lesson One)
- E. Appendix E: Figures of Speech and Literary Terms for “Letter From a Birmingham Jail” (Lesson Two)
- F. Appendix F: Latin and Greek Root Words Found in “Letter From a Birmingham Jail” (Lesson Two)
- G. Appendix G: Writing Assessment Rubric (Two, Three, )
- H. Appendix H: Background Notes on “The Marginal World” (Lesson Three)
- I. Appendix I: Words that Convey Mood in “The Marginal World” (Lesson Three)
- J. Appendix J: Sensory Data Sheet for “The Marginal World” (Lesson Three)
- K. Appendix K: Background Notes on “Death of a Pig” (Lesson Four)
- L. Appendix L: Quiz over “Death of a Pig” (Lesson Four)

- M. Appendix M: Answers to Quiz over “Death of a Pig” (Lesson Four)
- N. Appendix N: Background Notes on Speeches (Lesson Five and Six)
- O. Appendix O: Sample Graphic Organizer (Lesson Six)
- P. Appendix P: Essay and Speech Analysis – Final Writing Assessment (Lesson Eight)
- Q. Appendix Q: Unit Test (Culminating Activity)
- R. Appendix R: Essays and Speeches Unit Test Answer Key

## VIII. BIBLIOGRAPHY

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## Appendix A

### Background Information for “Letter from a Birmingham Jail”

Adapted from Levy, P. *The Civil Rights Movement*. Westport, CT: Greenwood Press, 1998. ISBN 0-313-29854-8

Michael King, Jr. was born on January 15, 1929, the son and grandson of ministers. In 1934, King and his father changed their names, and Michael King, Jr. became Martin Luther King, Jr., named after the Protestant reformer. As an adult, Martin Luther King, Jr. followed the path of family tradition and became a Christian minister. He dedicated his life to nonviolent protest of inequality and racial discrimination. He helped establish the Southern Christian Leadership Conference, (SCLC), which became active in promoting civil rights in the South. In the 1960’s, Dr. King’s actions drew national attention and both blacks and whites supported his commitment for nonviolent change. He continued to support and organize protests and boycotts, encouraging nonviolent demonstrations.

In April, 1963, Dr. King was arrested for participating in a parade without a permit in Birmingham, Alabama. It was at this time that he wrote “Letter from a Birmingham Jail” to a group of ministers who had advised him to wait for justice for all people. Sheriff Bull Connor, of Birmingham, would become infamous for television news footage of police dogs and fire hoses used violently against the peaceful protestors. The continued injustice against African Americans was becoming a publicized national concern.

President Kennedy responded with a call for strong civil rights legislation. He gave a nationally televised speech on June 11, 1963, to discuss the rights of all Americans. Dr. King and his nonviolent protests were slowly making headway in the civil rights movement.

One of the most famous events that Dr. Martin Luther King, Jr. was involved in was the “March on Washington,” August 28, 1963. It was at this event that he gave his famous “I Have a Dream” speech to over 200,000 people. The optimism and strength in this message was a positive moment for the nonviolent movement and a mighty event in the history of the nation. Under President Lyndon Johnson, the Civil Rights Act of 1964 was passed, providing federal action against segregation in public facilities, and employment.

Dr. Martin Luther King was assassinated in April, 1968 by James Earl Ray.

## Appendix B

### Discussion Questions for “Letter from a Birmingham Jail”

1. What assumptions might you make about the people Martin Luther King was writing to? (Eight prominent white clergymen) As we read, notice passages that would be particularly meaningful to King’s audience. (These are intelligent, well read men, well versed in classic literature and biblical history. They will be influenced by the allusions to history and religion.)
2. What insights does King give us about the racial situation in Birmingham, and other places, during this time period? (King notes the injustice, even in the court system; segregation in spite of the law; and unfair treatment by retailers, police, and others.)
3. Describe the issues that Dr. King is discussing with the readers of this letter. What is he trying to persuade his audience about? (He’s trying to persuade them to value peaceful demonstration and civil disobedience to correct racial injustice.)
4. How does Dr. King use the English language as a powerful tool of persuasion? (He uses many metaphors and other figures of speech, [see Appendix E] persuasively.)
5. Discuss King’s beliefs about laws, abiding by them and breaking them. (If the laws are unfair, he believes it’s his duty to break them.)
6. Look at pg. 241. Dr. King discusses ancient Rome and Nazi Germany. Why does he refer to historic events in this letter? (The reader of this letter would have been well informed of the atrocities in history to which Dr. King refers. These references further strengthen his point.)
7. What challenges does King make to his Christian brothers? What implications does this letter have about the actions/inactions of these religious leaders? Does he agree with their philosophies? Explain your answer. (King respectfully suggests that his Christian acquaintances are hiding behind religious tradition and keeping their heads in the sand of injustice. He thinks it’s their religious duty to stand up for what’s right.)
8. Martin Luther King discusses people who will face mobs with “a majestic sense of purpose.” He says on p. 254:

They will be old, oppressed, battered Negro women, symbolized in a seventy-two-year-old woman of Montgomery, Alabama, who rose up with a sense of dignity and with her people decided not to ride the segregated buses, and responded to one who inquired about her tiredness with ungrammatical profundity: ‘My feet is tired, but my soul is rested.’

What does the old woman mean? Why does Dr. King say she symbolizes other oppressed people? (She has stood up for what she believes in. Even though she’s not educated, she is wise, and in a few words, expressed the feelings of many people.)
9. After reading this essay, evaluate what we can learn about the early 1960’s in America from this primary source. Who was Bull Connor? Who was Governor Wallace? (Many people thought that in time, with little effort or change, desegregation would come about. King showed that this might never come about. Some powerful people, like Connor and Wallace, were opposed to desegregation. The ‘60’s were a time of great social upheaval.)
10. How did Dr. King perceive the Christian church in the South at this time, and what were his recommendations? (He was greatly disappointed with the church. He wanted to persuade the Christians to honor their beliefs and stand up for justice for all people. He believed that with peaceful demonstrations and civil disobedience, the social structure could change.)

Appendix C

Letter from a Birmingham Jail

S T N A R G A L F V Y M S A L  
T A N A R C H Y T C S A D U A  
A G U F J J V B N E N N S T C  
G E N W W E L E C C T U E H I  
N V R I U A C O T A O X C E X  
A N O I T A C I F I L L U N O  
T F A A L A M F R M P D L T D  
I K N P Y O L O Q C R A A I A  
O T M V N U T L L E D C R C R  
N O F I E O O M I N O U S L A  
C U O N N H E R I T A G E V P  
Z U T I O R D I N A N C E S W  
S N O I S S E R P P O I O E C  
V I T R I O L I C Z O P C V Z  
A I S E L C C E C F G C V S D

AFFLUENT	ANARCHY	AUTHENTIC
BLATANT	COMPLACENCY	ECCLESIA
FLAGRANT	HERITAGE	NOTORIOUS
NULLIFICATION	OMINOUS	OPPRESSION
ORDINANCES	PARADOXICAL	SANCTIMONIOUS
SCINTILLATING	SECULAR	STAGNATION
VITRIOLIC		

## Appendix D

# Letter from a Birmingham Jail Solution

S T N A R G A L F + Y + S A L  
T A N A R C H Y + C + A + U A  
A G + + + + B N + N + S T C  
G + N + + + L E + C + U E H I  
N + + I + A C + T A O + C E X  
A N O I T A C I F I L L U N O  
T + + A L A M F R + + + L T D  
I + N P + O L O + + + + A I A  
O T M + N U T L + + + + R C R  
N O + I E O O M I N O U S + A  
C + O N N H E R I T A G E + P  
+ U T + O R D I N A N C E S +  
S N O I S S E R P P O I + + +  
V I T R I O L I C + + + C + +  
A I S E L C C E + + + + S +

(Over,Down,Direction)

AFFLUENT(10,5,SW)  
ANARCHY(2,2,E)  
AUTHENTIC(14,1,S)  
BLATANT(8,3,SW)  
COMPLACENCY(1,11,NE)  
ECCLESIA(8,15,W)  
FLAGRANT(9,1,W)  
HERITAGE(6,11,E)  
NOTORIOUS(5,11,NE)  
NULLIFICATION(14,6,W)  
OMINOUS(7,10,E)  
OPPRESSION(11,13,W)  
ORDINANCES(5,12,E)  
PARADOXICAL(15,11,N)  
SANCTIMONIOUS(13,1,SW)  
SCINTILLATING(14,15,NW)  
SECULAR(13,3,S)  
STAGNATION(1,1,S)  
VITRIOLIC(1,14,E)

Puzzle and puzzle solution made on “Puzzlemaker” at [www.discoveryschool.com](http://www.discoveryschool.com)

## Appendix E

### Letter from a Birmingham Jail Figures of Speech and Literary Terms

Term	Definition	Examples from text – <i>Realms of Gold</i>	Pg. #
Alliteration	Repetition of similar sounds, usually consonants, in a group of words	...more cautious than courageous ...sacred and the secular ...dark dungeons	p. 248 p. 249 p. 249
Allusion	A reference to a person, place, event, or literary work that the writer expects the reader to recognize	Eighth century prophets Apostle Paul Shadrach, Meshach, Abednego Nebuchadnezzar Hitler...Germany Hungarian freedom fights Socrates...hemlock	p. 233 p. 233 p. 241 p. 241 p. 241 p. 241 p. 243
Imagery	Words or phrases that create pictures or images in the reader's mind	...when the lips of Governor Barnett dripped with words of interposition ...filthy roach infested jails	p. 249 p. 247
Metaphor	A figure of speech that makes a comparison between two unlike things	...network of mutuality tied into a single garment of destiny ...stinging darts of segregation ...smothering in an airtight cage in the midst of an affluent society ...clouds of inferiority form in her little mental sky ...an abyss of injustice ...our pending national elegy into a creative psalm of brotherhood ...from the quicksand of racial injustice to the solid rock of human dignity ...toward the promised land of racial justice ...action antidotes to combat the disease of segregation ...as long as the cord of life shall lengthen ...dark clouds of racial prejudice ...deep fog of misunderstanding ...radiant stars of love and brotherhood will shine...	p. 233 p. 238 p. 238 p. 238 p. 239 p. 244 p. 244 p. 245 p. 247 p. 248 p. 255 p. 255
Simile	A figure of speech that makes a comparison between two unlike things using like or as	Like a boil that can never be cured as long as it is covered up, but must be opened with all its pus-flowing ugliness...	p. 242

## Appendix F

### Letter from a Birmingham Jail Dr. Martin Luther King, Jr.

#### *Core Knowledge Sequence* Latin/Greek Roots for 8<sup>th</sup> Grade (found in this essay)

<b>Vocabulary</b>	<b>Meaning</b>	<b>Greek/Latin Root</b>	
cognizant	to be aware of	cognito	know
conscience	knowledge, feeling of right and wrong	scio	know
articulate	to express clearly	ars	art
impunity	free from punishment	pugno	to fight
pathos	quality that arouses pity, sorrow	pathos	suffering, feeling
legitimate	to make lawful	lego, lectum	read, thing read
solace	easing of grief, loneliness	solus	alone
infanticide	murder of a baby	occido	kill
profundity	marked by intellectual depth	fundo, fusum	pour, thing poured

## Appendix G

### WRITING ASSESSMENT RUBRIC

Evaluations are based on the following criteria:	Minimal effort, assignment incomplete	Assignment complete with excessive errors	Meets task requirements	Meets task requirements with few errors	Exceeds expectations of tasks assigned	Score And comments
<b>Organization</b> Topic sentence Supporting details in body Conclusion (2-10 points)	2	4	6	8	10	
<b>Spelling</b> Careless errors Dictionary checks (2-10 points)	2	4	6	8	10	
<b>Vocabulary</b> Interesting, varied Appropriate grade level (2-10 points)	2	4	6	8	10	
<b>Content</b> Substantial information (2-10 points)	2	4	6	8	10	
<b>Neatness</b> Written in cursive, ink Typed, easy-to-read font (1-5 points)	1	2	3	4	5	
<b>Communicability</b> Paper communicates author's ideas clearly (1-5 points)	1	2	3	4	5	
<b>TOTAL POINTS</b> (10-50 points)	10	20	30	40	50	Final points:  Grade:

## Appendix H

### Background Information for “The Marginal World”

Adapted from: Stanley, P. M. *American Environmental Heroes*. Springfield, New Jersey: Enslow Publishers, 1996. 0-89490-630-5.

Rachel Carson was born on a Pennsylvania farm in 1907. At a young age, she witnessed an example of someone exhibiting respect for the environment rather than seeking personal financial gain. Even though mining companies offered to buy the family farm for a substantial profit, Carson’s father refused to denigrate the land in this way. He continued farming. Her mother similarly instilled in Rachel Carson a love of nature by taking her on long walks in the country and encouraging her love of science.

The first goal of this author was to be a writer. At the young age of ten years old, she wrote a short story and had it published in a magazine called *St. Nicholas* in 1917. Her story was called, “A Battle in the Clouds,” and was based on a true story from World War I. Carson published several more stories and continued her love of writing throughout college. Her fondness for the natural world translated into a science degree and in 1935, she became the first woman scientist hired by the federal government. In her position as a marine biologist, Carson wrote articles and books. She remained in this position until 1949.

Two of her books, *The Sea around Us*, and *The Edge of the Sea*, have remained popular. The essay entitled, “The Marginal World,” is from the latter. In 1962, Rachel Carson published *Silent Spring*, the famous work that exposed the hazards of pesticides and, specifically, DDT, on the environment. She worried about the effects these poisons would have on fish, wildlife, and the human population.

Rachel Carson died of cancer in 1964, before she could learn of the changes her work would reap in the nation’s attitude towards ecology and the emergence of environmentalism. The use of pesticides was eventually re-evaluated. Today, we are all more conscious of caring for our environment because of Rachel Carson.

## Appendix I

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

### Words that Convey Mood and Set the Tone

Rachel Carson's essay includes vocabulary that shows the reader how very special her marginal world is to her. Look at the words and phrases below and think about how they affect the essay's message.

p. 269  
intertidal  
mutable  
chitinous  
Lilliputian beings  
ebb  
the shore is an ancient world

p. 270  
pallid  
fronds  
elfin starfish  
the moon is a luminous disc  
clear as glass  
patches of sea squirts glistened  
soft coral

p. 271  
limpid  
poignant  
ephemeral  
fairy cave  
hydranth  
magical zone  
delicately beautiful  
fragile  
enchanted place  
delicate flower

p. 272  
like little ghosts  
flitting above the sand

p. 272  
"There was one sound of wind moving over water, and another of water sliding over sand."

p. 273  
primeval  
mangroves

p. 275  
magical hour  
crystal clear

## Appendix J

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

### Sensory Data Sheet Nature Walk

On your nature walk, try to use words that are precise and sensory when observing your own marginal world. Record your observations in great detail, using vocabulary and figures of speech that enhance the mood of your discovery. The chart below will help you remember to record sensory data. Read the examples, and then find some of your own. Fill in the blanks with details you discover on your walk. Your paragraph will be filled with imagery!

<b>SIGHT</b>	<b>SOUND</b>	<b>SMELL</b>	<b>TASTE</b>	<b>TOUCH</b>
A ladybug climbing a clover stem, a shy shadow swaying to the rhythm of the tree branches...	Birdsong, rustling leaves, a whispered breeze, ...	Fresh cut grass, a flowering tree, dry dust...	Use your imagination on this one; do <u>not</u> eat unknown leaves, etc.!	A rock warmed by the sun, the soft fluff of a dandelion seed cloud...

## Appendix K

### Background Information for “Death of a Pig”

Adapted from Root, R. *E.B. White and the Emergence of the Essayist*. Iowa City, Iowa: University of Iowa Press, 1999. 0-87745-667-4

E.B. White is famous today for his children’s works, *Stuart Little*, and *Charlotte’s Web*, but this author wrote in other capacities very successfully, as well. White was a columnist for *Harpers Magazine* from 1938 to 1943. He lived on a farm in Maine much of the time and it was here that he developed his ideas about “farmyard mortality” that led to the writing of the essay, “Death of a Pig,” for *Atlantic Monthly* in January, 1948, and to *Charlotte’s Web*, with a comparable theme. White wrote about himself, in a letter to his brother Stanley in 1929:

“As a reporter, I was a flop, because I always came back laden not with facts about the case, but with a mind full of the little difficulties and amusements I had encountered along the way.” (p. 5)

White’s folksy, down-home writing style, for this essay and other works, has endeared him to the literary world and established him as a premier essayist. One of his famous works that follows this philosophy is called, “Once More to the Lake.” After a successful career as an author and journalist, E.B. White and his wife, also an author, retired to the farm property in Maine.

**Appendix L**

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

**Quiz on “Death of a Pig”**

**20 Points**

**(Two points for complete sentences, two points for correct response.)**

**Answer the following questions with complete sentences. Each answer is worth four (4) points.**

1. What does the author do for a living in this essay?

---

---

2. Who is Fred and what is his relationship to the author?

---

---

3. How does the author’s attitude towards the pig change when the pig gets sick?

---

---

4. Describe how the author creates a “homespun flavor” to this essay.

---

---

5. Why does the death of the pig bother the author so much?

---

---

## Appendix M

### Answers to Quiz on “Death of a Pig,”

1. The author is a farmer and he raises pigs.
2. Fred is an old dachshund; the author’s pet.
3. The author now thinks of himself as the pig’s friend and physician.

P. 257: “I found myself suddenly in the role of pig’s friend and physician- a farcical character with an enema bag for a prop.”

4. The author creates a homespun flavor in this essay by describing life on the farm, using old-fashioned words like “blossomtime,” and discussing practices and procedures common to farmers.
5. The death of the pig reminded the man of his own mortality.

P. 261: “...the pig’s imbalance becomes the man’s, vicariously, and life seems insecure, displaced, transitory.”

## Appendix N

### Background Information for Speeches

#### “I Have a Dream”

**Adapted from: Carson, C., & Shepard, K. *A Call to Conscience*. New York, New York: Warner Books, 2001. 0-446-52399-2.**

Dr. Dorothy Height recounts how the famous singer, Marion Anderson, was not permitted to present a concert in Constitution Hall, in the nation’s capital, in 1939, because she was black. The First Lady, Eleanor Roosevelt, made arrangements for the concert to take place at the Lincoln Memorial. A song Ms. Anderson sang on that occasion was, “My Country ‘Tis of Thee (America.)”

In 1963, Martin Luther King, Jr., spoke the words of that same song, with new and added emphasis on the words, “Let freedom ring.” He was the final speaker of the day, which was appropriate. No speaker would have been able to follow the passion and eloquence of the “I Have a Dream” speech, where Dr. King espoused the yearning of his countrymen for justice for all. This speech has gone down in the annals of history as one of the most powerful ever given.

Note: Download words and music of “My Country ‘Tis of Thee (America)” from:  
<http://www.niehs.nih.gov/kids/lyrics/mycountry.htm>

### Inaugural Address of John F. Kennedy

**January 20, 1961**

**Adapted from: Hirsch, E.D., Jr., Kett, J.F., & Trefil, J. *The Dictionary of Cultural Literacy*. Boston, Massachusetts: Houghton Mifflin Co., 1993. 0-395-65597-8.**

President Kennedy was the first president born in the twentieth century. He was the youngest president, coming to office at age forty-three. The year was 1960 and the nation was filled with optimism. Kennedy wanted to advance the cause of civil rights, increase space exploration, and control nuclear arms. An assassin’s bullet ended Kennedy’s presidency on November 22, 1963.

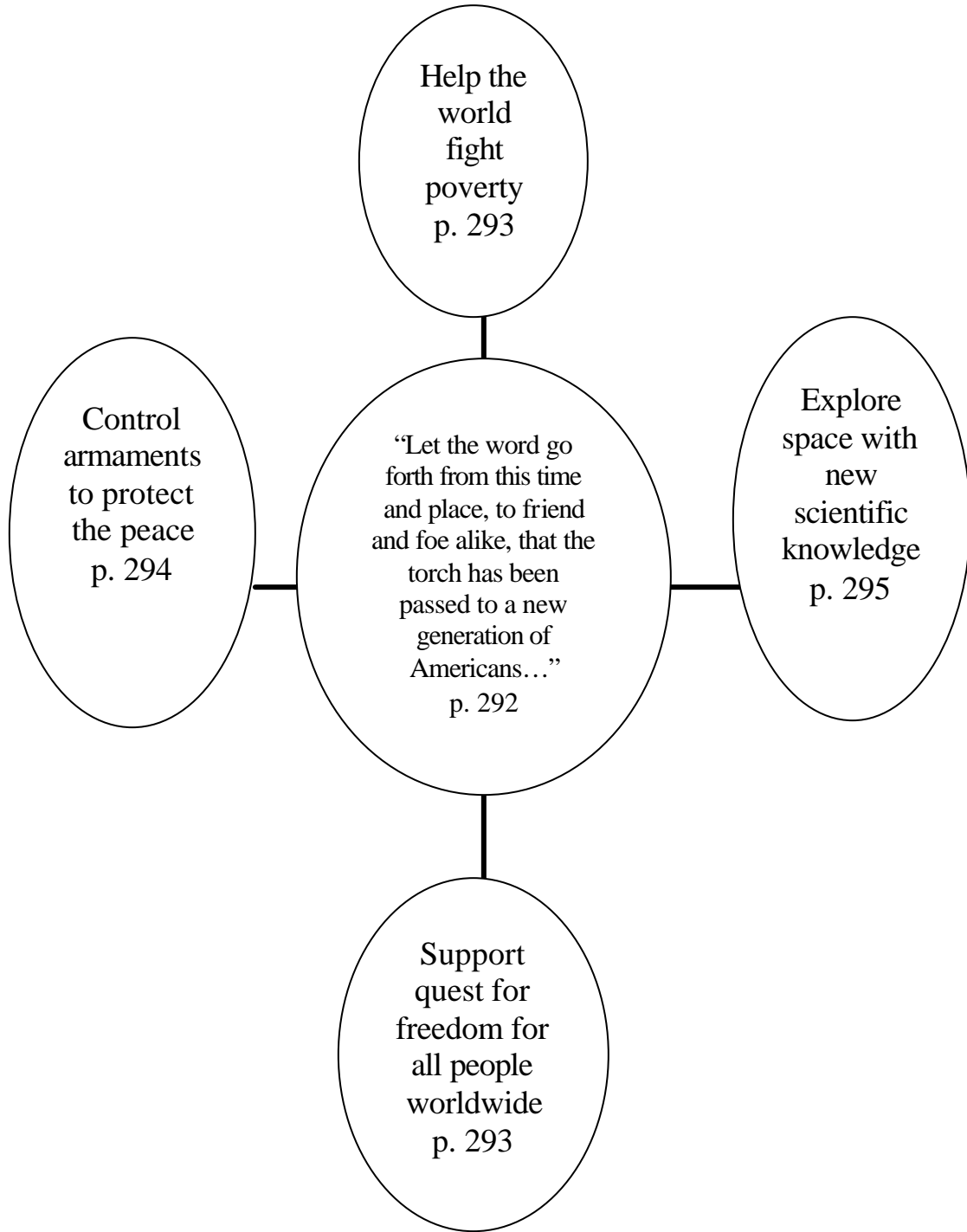
**Quoted from: Nevins, A., Ed. *The Burden and the Glory*. New York, New York: Harper and Row, 1964. 0-060-12295-1.**

President Lyndon Johnson, the vice president who became president upon Kennedy’s death, said:

“...the speeches and statements of John Fitzgerald Kennedy are among the richest legacies he left us. They offer thoughtful guidance to the solution of almost every major problem. They provide wisdom from the past which can enlighten the future.”

**Appendix O**

**Sample Graphic Organizer for John F. Kennedy Speech**



## Appendix P

### Essay and Speech Analysis Writing Assessment (50 Points)

**Choose one of the following essays or speeches:**

1. “Letter from a Birmingham Jail” - Dr. Martin Luther King, Jr.
2. “The Marginal World” - Rachel Carson
3. “The Death of a Pig” - E.B. White
4. “I Have a Dream” - Dr. Martin Luther King, Jr.
5. “Ask not what your country can do for you” - President John F. Kennedy

**Write a paper about the essay or speech you chose. The paper will be at least five (5) paragraphs long. Each paragraph will have a solid topic sentence, supporting details, and explanations. Organize your essay in a short outline before you begin. Include pertinent quotes to enhance your comments, remembering to include page number references. In your essay, use the following format:**

1. Name the essay or speech and the author in your introductory paragraph.
2. Summarize the content.
3. What message does the author convey?
4. Discuss what you can learn about the author by reading this essay or speech.
5. How does this essay or speech represent the time in which it was written?
6. Tell why this work is important for people to read today, even though times have changed.

**This paper should be your very best work. Take your time and be thorough.**

**Appendix Q (page 1 of 4)**  
**Essays and Speeches Unit Test**  
**(50 Points)**

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

**Circle the letter of the correct answer. (2 pts. each)**

1. The term “civil disobedience,” in the context of the essay read in class, means:
  - A. Disrespectful protest to authority figures
  - B. Refusal to obey civil laws as a way of bringing about reform
  - C. An overturned law about public gatherings
  - D. A policy for elected officials to follow in elections
  
2. In “Letter from a Birmingham Jail,” Dr. Martin Luther King made many historical references. These are called:
  - A. Assonance
  - B. Allusions
  - C. Metaphors
  - D. Analogies
  
3. An “outside agitator,” in the essay, referred to:
  - A. Misbehavior on the playground in the South
  - B. A lobbyist in Congress who is paid to prolong a speech or debate
  - C. A derogatory term given to someone coming in to participate in a peaceful demonstration
  - D. The name the religious conservatives gave to people from the West
  
4. Dr. King’s essay was a letter addressed to:
  - A. The Birmingham police officers
  - B. The judge who had signed the order to arrest Dr. King
  - C. The politicians who could work to change the unfair laws
  - D. Some prominent white clergymen, ministers, in the South
  
5. In Rachel Carson’s essay, “The Marginal World,” what does the title refer to?
  - A. The world Ms. Carson lived in was hardly acceptable
  - B. The place at the shore where the sea meets the land
  - C. An ocean resort where Ms. Carson looked for fish
  - D. The name of the company that Rachel Carson worked for
  
6. The style of Ms. Carson’s essay is:
  - A. Slow-paced and relaxed
  - B. Mechanical and technological
  - C. Boisterous and exciting
  - D. Business like and professional
  
7. Rachel Carson seemed to enjoy:
  - A. Traveling from the ocean to the plains
  - B. Writing for business magazines and charity organizations
  - C. Studying nature
  - D. Dissecting animals

Appendix Q (page 2 of 4)

-2-

8. “The moon is a luminous disk,” is an example of:
- A. Onomatopoeia
  - B. Simile
  - C. Metaphor
  - D. Alliteration
9. Read the following phrases: “...sea squirts glistened,”  
“...sound of wind moving over water,”  
“...crystal clear,”  
“... flitting above the sand”
- These phrases are examples of:
- A. Imagery
  - B. Assonance
  - C. Personification
  - D. Allusion
10. As writers, what can we learn from Rachel Carson?
- A. All of the below
  - B. Write about what you know
  - C. Investigate your subject before writing about it
  - D. Develop your vocabulary for an enhanced finished article
11. Why did the death of his pig bother E.B. White so much?
- A. All of the below
  - B. He would lose money if he couldn’t sell it
  - C. He was afraid his other pigs would get the illness
  - D. It made him think about his own life and death
12. What would E.B. White have done with the pig, if it had been healthy and lived?
- A. Keep it for a pet
  - B. Butcher it
  - C. Give it to Henry for the fair
  - D. Let the veterinarian keep it
13. What do Dr. King’s essay, Rachel Carson’s essay, and E.B. White’s essay all have in common?
- A. They are all fictitious short stories
  - B. Each one tells the author’s problems
  - C. They all had trouble getting published
  - D. They are all written in the first person point of view
14. Which essayist wrote the book, *Charlotte’s Web*?
- A. Martin Luther King
  - B. E.B. White
  - C. Rachel Carson
  - D. None of the above

## Appendix Q (page 3 of 4)

-3-

15. To determine the mood, or tone, of an essay, the reader needs to:
  - A. Know if the author was in a positive frame of mind when it was written
  - B. Carefully read to assess the content, style, and vocabulary of the essay
  - C. Find a biography of the essayist for their life story
  - D. Read another essay by the same author
  
16. When writing a descriptive essay, it is helpful to know how to use:
  - A. All of the below
  - B. Figures of speech, such as similes
  - C. Sophisticated comparisons, such as extended metaphors
  - D. Literary devices, such as onomatopoeia
  
17. In Martin Luther King, Jr.'s "I Have a Dream" Speech, the title comes from:
  - A. All of the below
  - B. People thought King was a dreamer
  - C. Many politicians thought no one listened to Dr. King
  - D. The repetition, in the speech, of the phrase, "I have a dream."
  
18. Speakers pause, repeat phrases, or talk very slowly or loudly sometimes because:
  - A. They are nervous in front of a crowd
  - B. They want to change the course of their presentation
  - C. They want to emphasize what they are saying
  - D. They get cues from the cameraman
  
19. In the "I Have a Dream" Speech, Dr. King:
  - A. Emphasized the sense of community in America and freedom for everyone
  - B. Talked about the horrors of slavery and the bitter years since slavery ended
  - C. Begged the white moderate to change the minds of the clergymen (ministers)
  - D. Left the crowd in a depression about the racial injustice in the United States
  
20. The term "unalienable" means:
  - A. No more immigrants can enter the country
  - B. Americans will always be Americans, no matter where they move to
  - C. Someone who can not be convinced that there are creatures in outer space
  - D. Something that cannot be given or taken away, like certain unalienable rights
  
21. In John F. Kennedy's inaugural address, the president spoke mostly about:
  - A. American history and politics
  - B. World War II, because he was a hero on the PT - 109
  - C. How beneficial it was that a democrat was elected into office
  - D. The state of the nation, what his plans were, and what Americans should do for their country

**Appendix Q (page 4 of 4)**

-4-

22. President Kennedy knew that his audience was:
- A. All of the below
  - B. Patriotic and proud to be American
  - C. People who wanted a strong leader
  - D. A varied and diverse group of people
23. When giving a speech, it's wise to:
- A. Talk about things the audience doesn't understand, so they learn something
  - B. Use lots of supporting details, if you want to convince people of your viewpoint
  - C. Talk with a loud voice, so you seem more powerful
  - D. All of the above
24. What did Kennedy mean when he said, "...the torch has been passed to a new generation of Americans...."
- A. The Olympics would take place on American soil
  - B. The role of leadership had switched to a younger group of Americans
  - C. The environmentalists were arguing about the use of oil and coal
  - D. None of the above
25. One reason both the King and Kennedy speeches are memorable is that:
- A. They were both well received by thousands of people
  - B. They were well written and presented in a powerful manner
  - C. The content of the speeches is rich, literary, and uplifting
  - D. All of the Above

## Appendix R

### Essays and Speeches Unit Test Answer Key

1. B
2. B
3. C
4. D
5. B
6. A
7. C
  
8. C
9. A
10. A
11. D
12. B
13. D
14. B
  
15. B
16. A
17. D
18. C
19. A
20. D
21. D
  
22. A
23. B
24. B
25. D