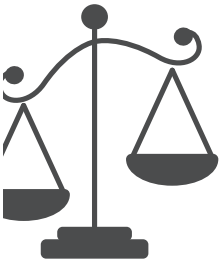




**Liberty & Equality**

This journal belongs to:

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**Sub-Unit 1** • pages 4–9



**Sub-Unit 2** • pages 10–59



**Sub-Unit 3** • pages 60–73



**Sub-Unit 4** • pages 74–81



**Sub-Unit 5** • pages 82–107



**Sub-Unit 6** • pages 108–131









Sub-Unit 1

**“Song of Myself”**

Use the detail you were surprised to hear the speaker say does *not* define "Me myself" (line 9) and write two or three sentences about why it surprised you.

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Describe "the Me myself" based on the verbs and adjectives you highlighted.

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1. Write your assigned lines of the poem.

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2. Paraphrase your assigned lines of the poem.

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3. Write your partner's paraphrase of the same lines.

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4. Circle the paraphrase you think is closer to what Whitman meant.

5. Why do you think Whitman might see grass that way?

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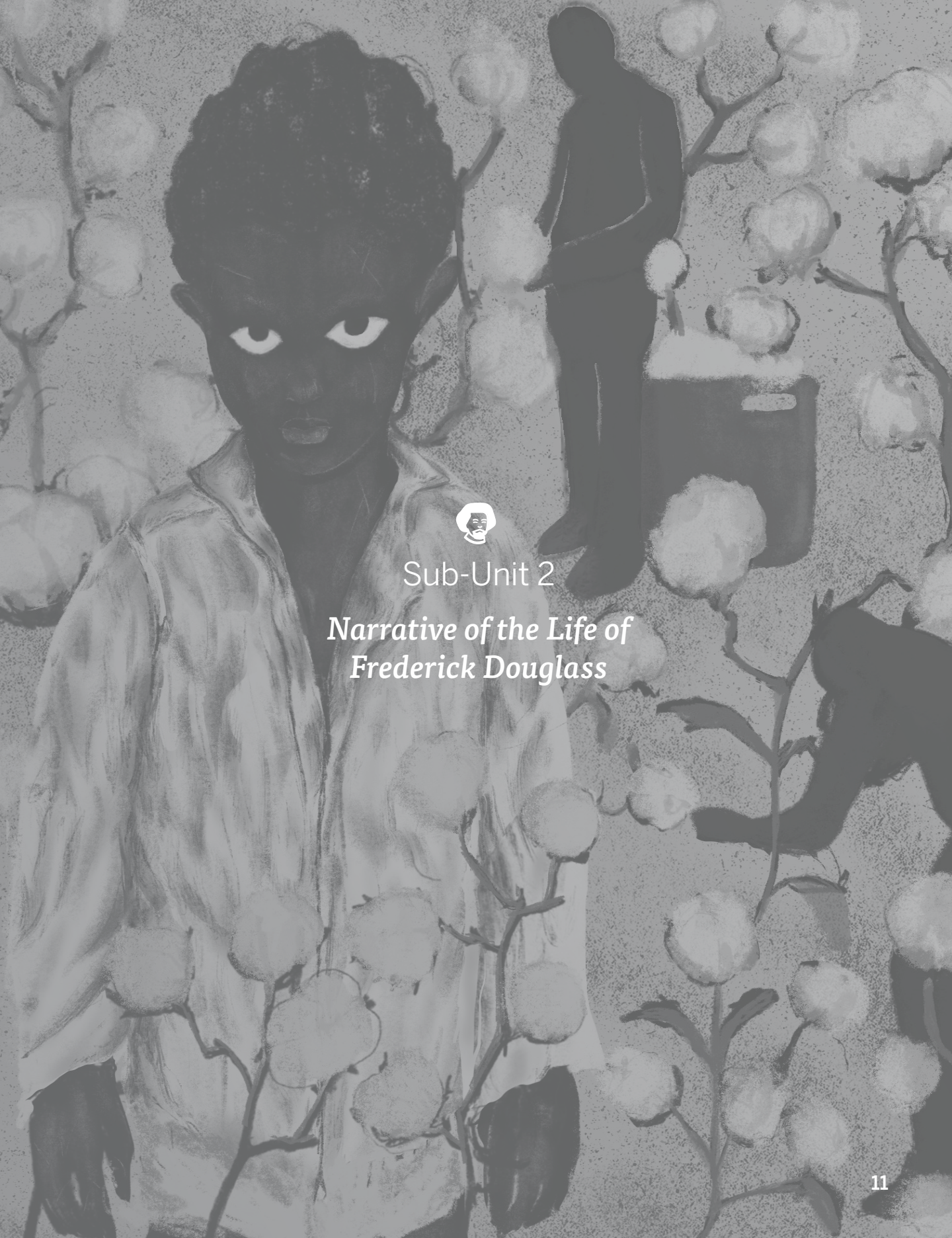
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Sub-Unit 2

*Narrative of the Life of  
Frederick Douglass*



1. Make notes below to record any facts, feelings, or experiences you notice in the reading.

Facts about slavery:

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Personal feelings and experiences:

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2. Which detail in the reading did you find most interesting, powerful, or important? Why?

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## Dramatic Reading 2:

1. What moment do you think is the most powerful or important in the dramatic reading?

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2. In your opinion, what made it feel so powerful or important? The words? The actor? Both?

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3. Explain your responses.

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**Dramatic Reading 3:**

4. What moment do you think is the most powerful or important in the dramatic reading?

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5. In your opinion, what made it feel so powerful or important? The words? The actor? Both?

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6. Explain your responses.

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Complete the table to compare and contrast the two accounts of Captain Anthony's violent attacks.

	<b>Who was involved?</b>	<b>Where and when did it happen?</b>	<b>What happened?</b>	<b>Where is Douglass?</b>
Passage 1				
Passage 2				

Douglass writes: “It was the blood-stained gate, the entrance to the hell of slavery, through which I was about to pass.” (Chapter 1, page 27)

1. What does the pronoun “it” refer to in the sentence?

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2. Why does Douglass choose the word “gate” to represent this experience?

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3. Why does he describe it as “blood-stained”?

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4. What central idea is Douglass communicating with this language?

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Frederick Douglass describes the attack on Aunt Hester as “the blood-stained gate, the entrance to the hell of slavery.” (Chapter 1, page 27)

How does his telling of the event support this description? Examine Douglass's description to find details to use in your explanation.

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1. Make a list of the provisions the enslaved people were given on the plantation.

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2. Fill in the chart with the daily activities for the people enslaved on the plantation.

<b>Early morning</b>	.....
<b>Day</b>	.....
<b>Night</b>	.....



How would you summarize Calhoun's arguments about why slavery should remain legal in the states that allowed slavery?

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Fill in the chart with the following information:

1. What would Douglass say? Review each of Calhoun's arguments on page 122.
2. Write a quote from Douglass that you think best counters each of Calhoun's arguments.
3. Write one or two sentences that explains each quote.

	<b>Quote from Douglass that counters this argument</b>	<b>Explanation of why this quote counters the argument</b>
Excerpt 1		
Excerpt 2		
Excerpt 3		
Excerpt 4		

1. How does Douglass describe the reaction of others to the singing of enslaved people?

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2. Why does this reaction surprise him?

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3. What does Douglass *think* people should understand from this music?

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4. Which words evoke sadness? Which evoke joy? Record these words in the chart.

Sadness	Joy

1. Why do you think the song uses the phrase “motherless child”? What does that tell us about the experience of those who first sang this song?

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2. What does the “true believer” believe in? What makes you think so?

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3. Does this song seem joyful? Sad? Hopeful? Despairing?

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4. What is this person’s past like? What does this person believe about the future?

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Think about the music you heard and the lyrics you read. Choose one quote from Douglass's description of slave songs that you think best connects with the music you heard and explain why you made that choice.

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1. What did each of these slaveholders do? What was the outcome?

	Mr. Gore	Mr. Lanman	Mrs. Hicks
Crime			
Outcome			

2. What is the meaning of the words “highly esteemed” (Chapter 4, page 42)?

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3. Douglass uses the phrase “his brother’s blood” (Chapter 4, page 42). The pronoun “his” refers to Mr. Gore. Who is the “brother” (Chapter 4, page 42)?

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4. Paraphrase the following sentence about Mr. Gore, doing your best to convey the meaning of Douglass's metaphors: "He is now, as he was then, as highly esteemed and as much respected as though his guilty soul had not been stained with his brother's blood" (Chapter 4, page 42).

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1. Complete the chart with the information you highlighted.

Record examples from the text of the attitude of the slaveholders in the left column. In the right column, write examples of Douglass's attitude.

The attitude of the slaveholders/ slaveholding society	Douglass's attitude



2. According to Douglass's description, what does "justice" mean to the slaveholders?

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3. Based on his description, what does "justice" mean to Douglass?

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1. Douglass says at the end of the paragraph that he received “benefit” from both Mrs. Auld and Mr. Auld. What benefit did Douglass get from each?

Mrs. Auld:

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Mr. Auld:

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2. Explain Mr. Auld’s reasons for not teaching Douglass to read in your own words.

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3. Why would reading make Douglass “discontented and unhappy”?

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Review Chapter 7, pages 55–56 and pages 59–60.

1. According to the text, what is one of the challenges that Douglass faced in learning to read and write?

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Review Chapter 8, pages 63–64.

2. According to the text, Douglass gains something important from his efforts. What is the most important thing he learned from reading “The Columbian Orator”?

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3. Choose one sentence from these chapters that best expresses what he learned. Write this sentence below.

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4. Is this reading experience empowering?

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1. Describe the image you would use for your advertisement. Why would you use it?

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2. Copy a quote from Douglass that you think would encourage enslaved people to attend his reading and writing classes.

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3. Write a short paragraph that explains the quote.

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1. Describe the image that Douglass portrays in Chapter 8, in this paragraph on pages 61–62:  
**Start:** [We were all ranked together at the valuation.]  
**End:** [At this moment, I saw more clearly than ever the brutalizing effects of slavery upon both slave and slaveholder.]

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2. What is he trying to emphasize in this phrase: “all holding the same rank in the scale of being”?

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1. Look at the passages you highlighted in the first paragraph of Chapter 1, page 23, in which Douglass compares people and horses. How does he compare them?

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2. What does he want us to understand when he makes this comparison?

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Complete the chart to describe the lives of enslaved people and horses on Colonel Lloyd's plantation.

Enslaved People	Horses



3. Describe the process used to feed the enslaved people in the passage.

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4. Look at this sentence: “The children were then called, like so many pigs, and like so many pigs they would come and devour the mush.” (Chapter 5, page 46)

What does Douglass mean the first time he writes “like so many pigs”? What does he mean the second time?

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1. What does this passage from the Declaration of Independence say about human beings?

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2. What word or phrase do you think is most important in these lines? Why?

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3. Would Frederick Douglass say that the society of his day is based on these values? Why or why not?

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1. What did Douglass mean by the following statement?

“Bad as all slaveholders are, we seldom meet one destitute of every element of character commanding respect. My master was one of this rare sort.” (Chapter 9, page 68)

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2. Describe Captain Auld's character based on Douglass's description.

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3. What event happened that Douglass hoped would change Captain Auld's character for the better?

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4. Paraphrase the following sentence: "Prior to his conversion, he relied upon his own depravity to shield and sustain him in his savage barbarity; but after his conversion, he found religious sanction and support for his slaveholding cruelty." (Chapter 9, page 69)

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5. Explain the evidence Douglass offers to support the idea that Captain Auld "found religious sanction and support for his slaveholding cruelty."

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Summarize the contrasts Douglas describes in *three* of these sentences. Some examples have been filled in to help you get started.

The man who ...	also ...
takes enslaved people's earnings	leads Sunday school classes
sells women	



1. What topic was assigned to your group?

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2. Based on your recollections from the readings, what do you think Douglass believes about this topic?

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3. Based on the texts you have highlighted, what argument do you think Douglass makes about your assigned topic?

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1. Explain whether you believe Douglass has hope or despair in the four or five moments you highlighted in the passage.

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2. In this formal-sounding passage, Douglass uses a rhetorical device (apostrophe) and figurative language (metaphors). Why does Douglass call the ships “shrouded ghosts” (Chapter 10, page 77) but also “swift-winged angels” (Chapter 10, page 78)? What does he want his readers to feel or understand?

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3. What comparisons does Douglass make between the ships and himself? Complete the chart below to make comparisons. One comparison has already been completed as an example for you.

You ...	I ...
are loosed from your moorings	am fast in my chains



1. The topic I have been assigned is .....
2. What argument do you think Douglass makes about this topic throughout his narrative?  
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1. Which speech excerpt did you review?

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2. Describe what you noticed about the speaker's style in the following areas:

**Overall language**

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**Vocabulary**

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## Imagery

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3. Overall, what did you notice about the way the speaker tries to convince his or her audience? Did the speech appeal to emotions? A sense of justice? A sense of unity? To reason or logic?

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Write the body paragraph of your anti-slavery speech.

A series of horizontal dotted lines provided for writing the body paragraph of an anti-slavery speech.









1. What is Douglass doing in the cornfield?

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2. Describe Douglass's thoughts and feelings in the cornfield as you imagine them. What pieces of text caused you to imagine it that way?

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3. List everything you know about Sandy.

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4. What did Sandy and Douglass say to each other? Write a short dialogue of their conversation as you imagine it.

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1. Describe Covey's facial expressions throughout the passage as you imagine them. What caused you to imagine them that way?

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2. Describe Douglass's facial expressions throughout the passage as you imagine them. What caused you to imagine them that way?

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Complete the chart to make five frames which represent the scene.

Sample Frame	Douglass is walking through the dark forest. There is sad music playing softly in the background to show that Douglass is lost in his thoughts and worries. He says, “What am I going to do? I can either die of starvation out here, or I can die at the hands of Covey back there.”
Frame 1	
Frame 2	
Frame 3	
Frame 4	
Frame 5	

1. Where is Douglass at the beginning of Chapter 11, page 110? Where is he at the end of page 110?

**Start:** [Things went on without very smoothly indeed, but within there was trouble....]

**End:** [...I must leave unexplained, for the reasons before mentioned.]

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2. Douglass says, “It is impossible for me to describe my feelings as the time of my contemplated start drew near” (Chapter 11, page 110). Why do you think he found it “impossible”?

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3. What was going through Douglass’s mind *before* his escape? Write all of the thoughts and feelings he experienced, based on your reading.

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4. Paraphrase his statement, “This state of mind, however, very soon subsided.” (Chapter 11, page 111)

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Sub-Unit 3

*Incidents in the Life of  
a Slave Girl*

1. Use the chart to paraphrase this sentence from Chapter 1, “Childhood,” paragraph 1 of *Incidents in the Life of a Slave Girl*.

“They [Jacobs’s parents] lived together in a comfortable home; and, though we were all slaves, I was so fondly shielded that I never dreamed I was a piece of merchandise, trusted to them for safe keeping, and liable to be demanded of them at any moment.” (1)

My paraphrase	Original text	My partner’s paraphrase	Which one is closer to the original text and why?
	I was so fondly shielded that I never dreamed I was a piece of merchandise.		
	trusted to them for safe keeping.		
	and liable to be demanded of them at any moment.		

2. After completing the first column, compare your paraphrase with your partners. Complete the last two columns in the chart to explain which paraphrase comes closer to the original text.

3. Compare Jacobs's and Douglass's descriptions of their childhoods.

Who do you think felt more enslaved? Who felt more free? Support your ideas with evidence from both texts.

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1. Why was Jacobs's grandmother's youngest child sold?

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2. What words does Jacobs use to tell us what the youngest child was worth to the enslavers?

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3. Why do you think Jacobs uses these specific words when discussing the sale of Benjamin? Is she attempting to appeal to readers' emotions, logic, or values?

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4. In Quote #1, what do we learn about her grandmother's character?

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5. What does Jacobs mean in Quote #2 when she says, “The reader probably knows this”?

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6. How do the grandmother’s expectations (Quote #1) conflict with reality (Quote #2)?

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7. Summarize what happened with Jacobs’s grandmother and her slaveholder.

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8. Notice how Jacobs ends this paragraph with an exclamation point, but no explanation of how she feels about what happened. What purpose does this exclamation point serve? What is she “saying” without directly saying it, and how might this impact her reader?

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In Chapter 1, "Childhood," Jacobs writes, "Such were the unusually fortunate circumstances of my early childhood." (3)

Do you agree with Jacobs's claim that her early life was "unusually fortunate?"

Note that there is no wrong answer here, but you must support your reasons for agreeing or disagreeing with evidence from the text.

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1. Why doesn't Jacobs go to visit her father's house after he dies?

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2. What does this experience teach Jacobs about her own existence as an enslaved person?

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3. Summarize the conversation in Chapter 2, "The New Master and Mistress," paragraph 11, that Dr. Flint and Jacobs's grandmother have about the money she loaned her slaveholder.

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4. Summarize the conversation in Chapter 2, “The New Master and Mistress,” paragraph 12, that Dr. Flint and Jacobs’s grandmother have about her freedom.

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5. What does this experience teach Jacobs about her own existence as an enslaved person?

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1. Record in the chart below the evidence you highlighted that shows how each kind of woman experiences New Year's Day.

New Year's Day for Free Women	New Year's Day for Enslaved Women

2. Why do you think Jacobs speaks directly to the women in her audience like this? How does this help her argument?

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3. Paraphrase the following sentence:

“She may be an ignorant creature, degraded by the system that has brutalized her from childhood; but she has a mother’s instincts, and is capable of feeling a mother’s agonies.” (Chapter 3, “The Slaves’ New Year’s Day,” 7)

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4. What claim is Jacobs making about enslaved women? What reasons and evidence does she provide to support her claim?

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A series of horizontal dotted lines for writing.

 *Incidents in the Life of a Slave Girl*

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Sub-Unit 4

*The Boys' War*

Use Chapter 3, “What a Foolish Boy,” paragraphs 24–34, of *The Boys' War* on pages 190–192 to respond to these questions.

1. According to the text, what was the “Rebel Yell”?

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2. According to the text, what did it mean when a soldier “broke rank”?

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3. What feelings do you think Elisha Stockwell was expressing with the words, “I would have been glad to have seen my father coming after me” (24)? Cite textual evidence to support your answer.

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4. Why do you think the author writes that the Rebel Yell worked well as an “emotionally unifying behavior” (27)? Cite textual evidence to support your answer.

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Use paragraphs 1–27 from Chapter 8, “Prison Bars and the Surgeon’s Saw” to complete the following activities.

1. Summarize the battlefield conditions in paragraph 1.

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2. Choose one fact in the description of the results of battle that disturbs you and explain why.

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3. Summarize the prison camp conditions in paragraphs 8–17.

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4. What evidence does the author give for how bad conditions were at the Southern prison camp at Andersonville?

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5. In your opinion, which of the conditions of life in a prison camp described in Chapter 8, "Prison Bars and the Surgeon's Saw," would be the hardest to deal with? Why?

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6. Summarize the conditions for the sick and wounded in paragraphs 8–27.

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7. The author states that "Unless absolutely necessary, most soldiers would stay as far away from the doctors as possible and treat themselves as best they could" (23). What evidence does the author provide to support that statement?

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Review Chapter 8, "Prison Bars and the Surgeon's Saw," of *The Boys' War* on pages 192–199. Answer the questions.

1. When things went wrong for the boy soldiers, to whom would they have wanted to or tried to turn for help? (Make a list.)

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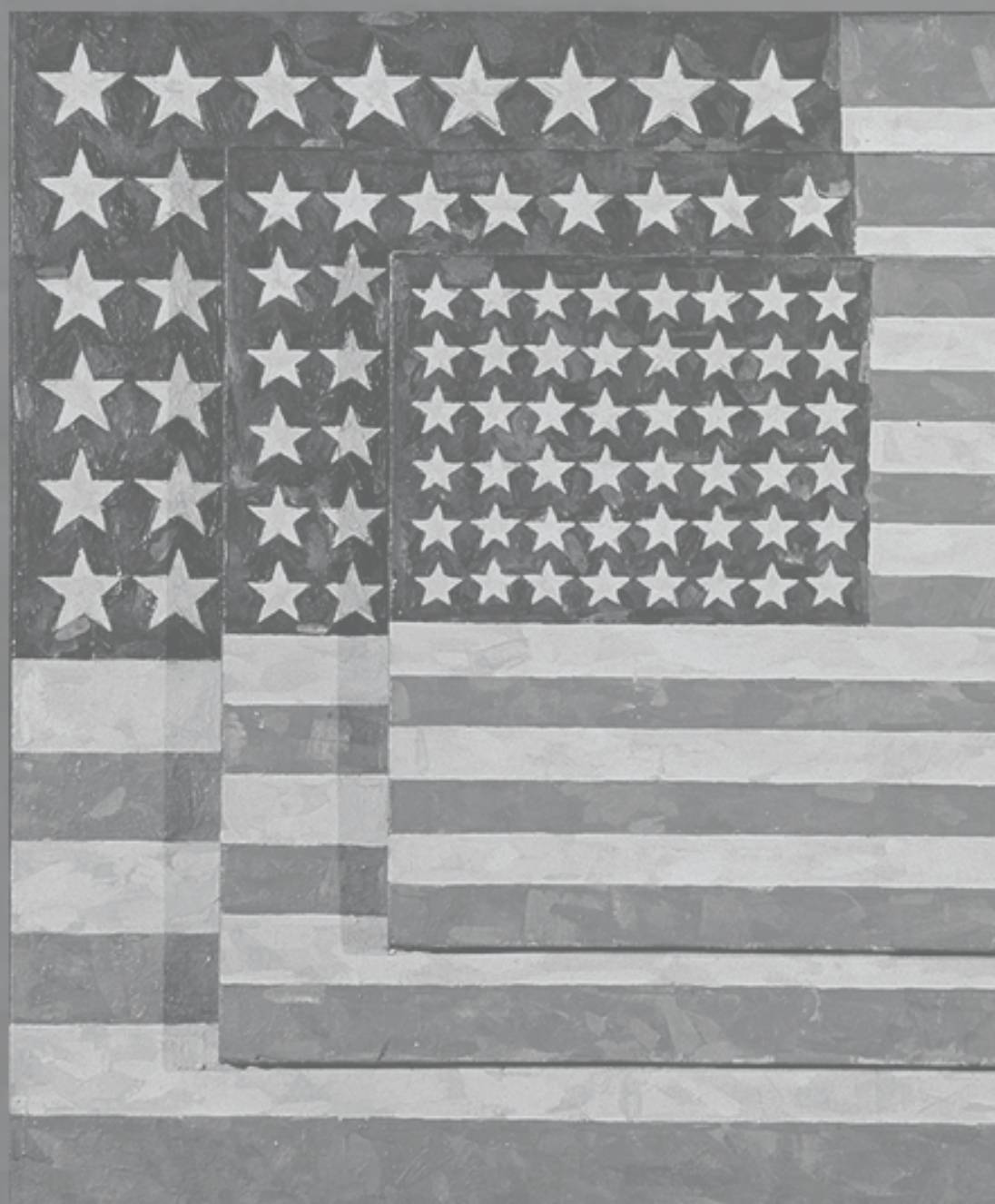
2. Complete the chart.

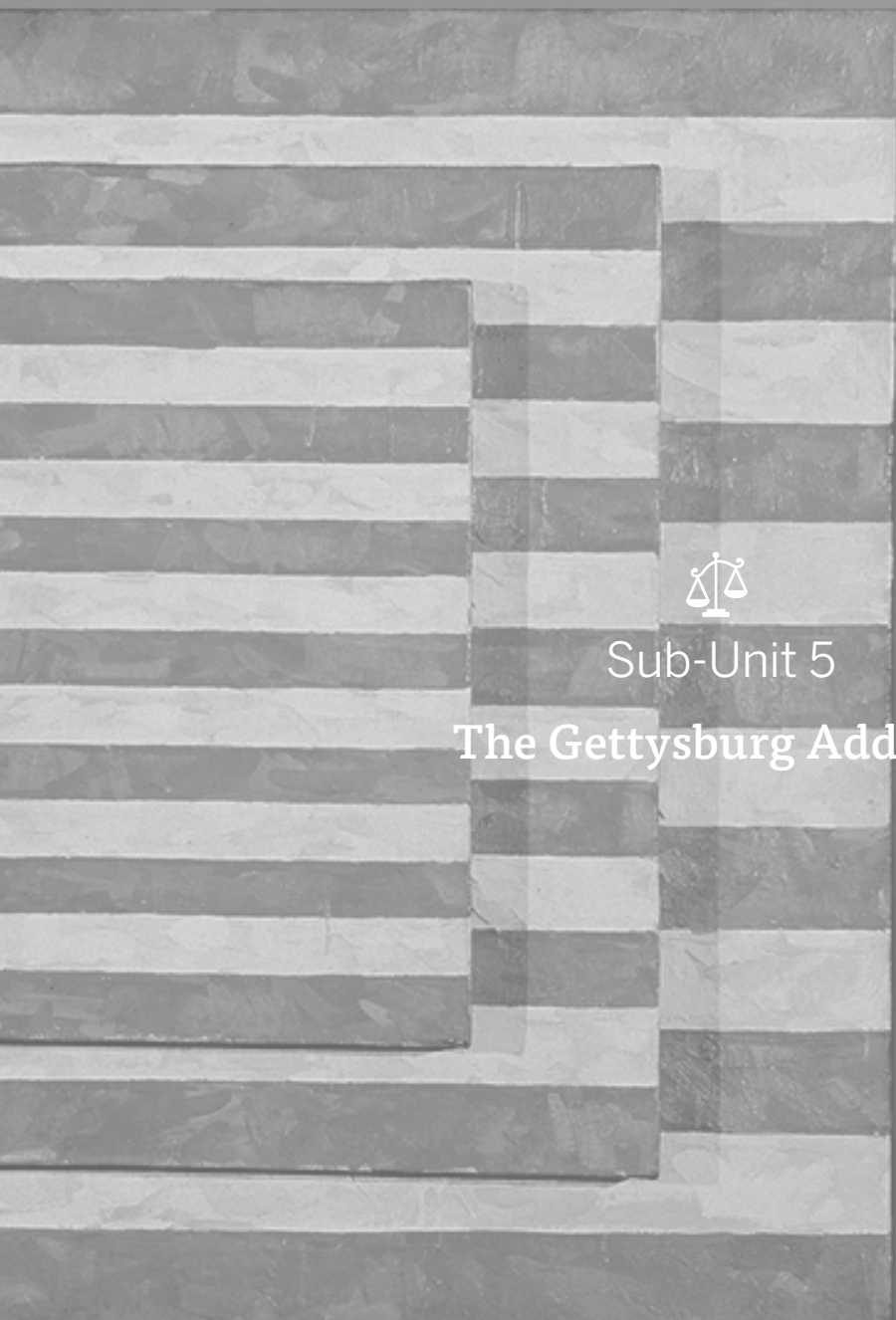
In the left column, choose three of the people or groups you listed in your last answer and write one on each row.

In the right column, indicate whether or not you think this person or group would be helpful to the boys and why.

Don't forget to refer to evidence from the text.

<b>Person/Group Who Could Have Helped the Boy Soldiers</b>	<b>Helpful/Not Helpful and Why</b>





Sub-Unit 5

## The Gettysburg Address

1. In the first column of the chart, paraphrase the segments of the first sentence of Lincoln’s speech:

“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.”

2. Copy your partner’s exact paraphrase into the table.
3. Write what you think is the closest version to the intended meaning in the last column of the table.

My Paraphrase (A)	Original	Partner’s Paraphrase (B)	Which paraphrase is closer to Lincoln’s intended meaning and why?
	Four score and seven years ago		
	our fathers brought forth on this continent,		
	a new nation,		
	conceived in Liberty,		
	and dedicated to the proposition that all men are created equal.		

Complete the chart on the next page that is assigned to your group.

1. Paraphrase each segment of the sentence from Lincoln’s speech in the first column by yourself.
2. Share your paraphrase with your partner, and copy your partner’s exact paraphrase into the third column.
3. For each part of the paraphrase, decide which version is closest to the intended meaning and why. Write what you think in the last column.

**Group 1 Chart**

My Paraphrase (A)	Text	Partner's Paraphrase (B)	Which paraphrase is closer to Lincoln's intended meaning and why?
	Now we are engaged in a great civil war,		
	testing whether that nation, or any nation so conceived and so dedicated,		
	can long endure.		
	We are met on a great battlefield of that war.		

**Group 2 Chart**

My Paraphrase (A)	Text	Partner's Paraphrase (B)	Which paraphrase is closer to Lincoln's intended meaning and why?
	We have come to dedicate a portion of that field,		
	as a final resting place for those who here gave their lives		
	that that nation might live.		
	It is altogether fitting and proper that we should do this.		

Use paragraph 2 of the Gettysburg Address on page 218 to answer the following questions:

1. What does Lincoln mean by the word “dedicated” when he writes in the first sentence that this war is “testing whether that nation, or any nation so conceived and so dedicated, can long endure”?

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2. What does Lincoln mean by the word “dedicate” when he writes in the second sentence that “We have come to dedicate a portion of that field...”?

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Complete the questions for the text assigned to your group.

**Group 1: Douglass**

1. In this excerpt, what does **Douglass** seem to be *dedicated* to?

.....

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2. Quote textual evidence:

.....

.....

3. How open is Douglass to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

4. In this excerpt, what does **Mrs. Auld** seem to be *dedicated* to?  
.....  
.....  
.....  
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5. Quote textual evidence:  
.....  
.....

6. How open is **Mrs. Auld** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

7. In this excerpt, what does **Mr. Auld** seem to be *dedicated* to?  
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8. Quote textual evidence:  
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9. How open is **Mr. Auld** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

## Group 2: Jacobs

1. In this excerpt, what does **Harriet Jacobs** seem to be *dedicated* to?

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2. Quote textual evidence:

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3. How open is **Harriet Jacobs** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

4. In this excerpt, what does **Jacobs's (first) slave owner** seem to be *dedicated* to?

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5. Quote textual evidence:

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6. How open is **Jacobs's slave owner** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

**Group 3: *The Boys' War Group A***

1. In this excerpt, what does **the South** seem to be *dedicated* to?

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2. Quote textual evidence:

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3. How open is **the South** to hearing Lincoln's words? .....

(1 = very open, 6 = not open at all)

4. In this excerpt, what does **the North** seem to be *dedicated* to?

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5. Quote textual evidence:

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6. How open is **the North** to hearing Lincoln's words? .....

(1 = very open, 6 = not open at all)

7. In this excerpt, what do **citizens on both sides** seem to be *dedicated* to?

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8. Quote textual evidence:

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9. How open are **citizens on both sides** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

10. At the end of this excerpt, what does **"One Southern boy"** seem to be *dedicated* to?

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11. Quote textual evidence:

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12. How open is that **"One Southern boy"** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

**Group 4: *The Boys' War* Group B**

1. In this excerpt, what does **Elisha Stockwell** seem to be *dedicated* to?

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2. Quote textual evidence:

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3. How open is that **Elisha Stockwell** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

4. In this excerpt, what do **the officers** seem to be *dedicated* to?

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5. Quote textual evidence:

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6. How open are **the officers** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

7. In this excerpt, what does **Tyler Wise** seem to be *dedicated* to?

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8. Quote textual evidence:

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9. How open is **Tyler Wise** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

10. In this excerpt, what do **William Chambers and other Confederate soldiers using the "rebel yell" (or their officers who tolerated it)** seem to be *dedicated* to?

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11. Quote textual evidence:

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12. How open are the **Confederate soldiers using the “rebel yell” (or their officers who tolerated it)** to hearing Lincoln’s words? .....

(1 = very open, 6 = not open at all)

13. In this excerpt, what do **the soldiers, when things go wrong**, seem to be *dedicated* to?

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14. Quote textual evidence:

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15. How open are the **the soldiers, when things go wrong**, to hearing Lincoln’s words?  
..... (1 = very open, 6 = not open at all)

**Group 5: A Confederate Girl's Diary**

1. In this excerpt, what does **Sarah Morgan Dawson** seem to be *dedicated* to?

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2. Quote textual evidence:

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3. How open is **Sarah Morgan Dawson** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

4. In this excerpt, what do the **local men destroying property and burning cotton bales** seem to be *dedicated* to?

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5. Quote textual evidence:

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6. How open are the **local men destroying property and burning cotton bales** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

7. In this excerpt, what do **Confederates** seem to be *dedicated* to?

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8. Quote textual evidence:

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9. How open are **Confederates** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)

10. In this excerpt, what do **Yankees** seem to be *dedicated* to?

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11. Quote textual evidence:

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12. How open are **Yankees** to hearing Lincoln's words? .....  
(1 = very open, 6 = not open at all)



1. What do you think Lincoln is asking his audience to do?

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**Image 1:**

What point is Gault trying to make?

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Do you agree with his interpretation?

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**Image 2:**

What point is Gault trying to make?

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Do you agree with his interpretation?

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**Image 3:**

What point is Gault trying to make?

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Do you agree with his interpretation?

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**Image 4:**

What point is Gault trying to make?

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Do you agree with his interpretation?

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**Image 5:**

What point is Gault trying to make?

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Do you agree with his interpretation?

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Version 1:

1. Reader's name .....

2. What three words did the reader emphasize?

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3. What was the reader's tone of voice?

- Deep and booming
- Soft and smooth
- Sharp and piercing

4. What was the reader's pace?

- Slow
- Medium
- Quick

5. How do all these choices show the reader's interpretation of the speech?

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Version 2:

1. Reader's name .....

2. What three words did the reader emphasize?

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.....  
.....  
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3. What was the reader's tone of voice?

- Deep and booming
- Soft and smooth
- Sharp and piercing

4. What was the reader's pace?

- Slow
- Medium
- Quick

5. How do all these choices show the reader's interpretation of the speech?

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Version 3:

1. Reader's name .....

2. What three words did the reader emphasize?

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3. What was the reader's tone of voice?

- Deep and booming
- Soft and smooth
- Sharp and piercing

4. What was the reader's pace?

- Slow
- Medium
- Quick

5. How do all these choices show the reader's interpretation of the speech?

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1. Write down the part of the Address you have decided to recite. Then highlight the words you will emphasize.

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2. What tone of voice and pace will you use? Explain.

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3. Use this space to take notes on your classmates' speeches.

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Dotted lines for handwriting practice.

A series of horizontal dotted lines for writing.





## Sub-Unit 6

### Write an Essay

## Essay Prompt

Choose 1 prompt:

1. How does Lincoln, in the Gettysburg Address, try to change what his readers/listeners believe about what it means to be dedicated to the American idea that “All men are created equal”?
2. How does Douglass, in *Narrative of the Life of Frederick Douglass, an American Slave*, try to change what his readers believe about what it means to be dedicated to the American idea that “All men are created equal”?

## Essay Texts

### Gettysburg Address

### *Narrative of the Life of Frederick Douglass: Ch. 1*

## Notes

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## Gathering Evidence

A series of horizontal dotted lines for writing.

## Write a Claim

Based on the evidence you reviewed, write one or two sentences to summarize the key idea you will develop in response to this prompt.

### Claim Statement #1

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## Write Body Paragraphs

1. Before you begin:
  - Turn to the text.
  - Review your evidence and your claim.
  
2. Write two body paragraphs for your essay. For each body paragraph, use one or two pieces of textual evidence to support your claim. Remember to describe and explain your evidence and to show how it supports your claim.

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A series of horizontal dotted lines for writing an essay.

## Self-Assessment Notes

Which items in the list are “No” for you?

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## Session 1: Revise Body Paragraphs

1. Reread what you’ve already written.
2. What will you do to improve your body paragraphs?

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3. Revise your body paragraphs.

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A series of horizontal dotted lines for writing an essay.





### Session 3: Body Paragraph for a Counterargument

Complete this section if your teacher tells you to.

Write your third body paragraph. Include one or two counterarguments, and evidence and reasoning to refute the counterarguments.

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## Revise Body Paragraphs

### Partner Work:

1. Reread your essay with your partner, asking him or her to pay attention to the evidence you use and describe to support your claim.
2. Have your partner underline and annotate two places to revise in your body paragraphs:
  - One place where your evidence is strong and well-explained.
  - One place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the text that connect to the parts of your essay you want to revise.
4. Highlight any additional details in the text that provide evidence for your claim.

### Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

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6. Revise your body paragraphs.

Dotted lines for writing.

A series of horizontal dotted lines for writing an essay.

## Write Introduction

### Leads

Before starting your introduction, review the body of your essay. Consider these questions as you reread your writing:

- What are the key reasons you give to support your claim?
- What evidence do you include to support your reasons?
- In what order do you include all of this information?

Write two or three possible one- or two-sentence leads for your introduction. Circle the lead that you like the best.

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## Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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2. Reread your essay with your new transitions.
3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final draft of your essay.

## **Revise Essay**

4. Reread your essay and underline the important sentences.
5. Circle any words or sentences that can be deleted.
6. Reread your essay two times: once with the circled words and sentences and once without. Which version do you like better? Why?

## **Rewrite Essay**

If your teacher asks, rewrite your draft here incorporating your edits and revisions.

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A series of horizontal dotted lines for writing an essay.

## **Write Final Essay**

1. Follow the steps in the Editing Process to revise and polish your essay.
2. Use the Guidelines for Citing and Punctuating Direct Quotes to help you.
3. Write your final essay below.

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