



ROBERT L. MERRITT MIDDLE SCHOOL

7TH Grade Learn-At-Home Packet Reading

Week 3

Read the text. Then answer the questions.

A Universal Declaration of Human Rights

The United Nations Commission on Human Rights set an important precedent on December 10, 1948. On that date, it established the first Universal Declaration of Human Rights. Adopted by the United Nations General Assembly, the declaration established guidelines for the basic treatment of all human beings. It promoted the idea that all people throughout the world should be treated fairly and equally. No such international bill of rights had ever existed before this.

The United Nations (U.N.) first formed in 1945, close to the end of World War II. It was originally comprised of the United States, the Soviet Union, the United Kingdom, France, and China. The main intention of the organization was to maintain peace and security between nations. But the suffering and human rights violations that took place during the war convinced people that a human rights declaration was necessary.

The Commission Convenes

In 1947, the Commission on Human Rights convened for the first time. Representatives from many countries, including China, France, Iran, the Soviet Union, the United Kingdom, and the United States, served on the commission. Eleanor Roosevelt, the wife of President Franklin D. Roosevelt, served as its chair. She had been unanimously elected to lead the commission in 1946.

Eleanor had been very active with various political groups and causes while her husband was president. She had been an advocate for European refugees during World War II. She had sought racial integration within the military. Eleanor had also encouraged her husband and his cabinet to appoint greater numbers of women and African Americans to government posts. These experiences, along with many others, gave Eleanor a strong foundation for promoting and defending human rights.

Ideological Differences

By serving as chair of the commission, Eleanor faced many challenges. Members vigorously debated the inclusion of certain rights in the declaration. Some developing countries were more concerned with social and economic rights than they were with civil and political ones. For them literacy, education, and the right to work were more immediate necessities for their citizens than, for example, freedom of speech was. Another challenge Eleanor faced was that some commission members wanted to emphasize the rights of the individual, while

others wanted to focus on the collective rights of a group. Eleanor tried to allow all sides to argue their cases while still emphasizing the need to make progress in their work. The commission finally established a list of rights to include in the declaration and produced its first draft in 1947.

In 1948, the commission convened again to make revisions to the declaration. Eleanor once again faced ideological differences between members of the commission. She also faced challenges from her own country. Eleanor knew that some people in the United States would object to the strongly anti-discriminatory stance of the declaration. But she also felt it was imperative that the United States set an example for the rest of the world by encouraging the elimination of discrimination.

Declaration's Approval

The commission completed its work on the declaration in June 1948. However, the document couldn't be finalized until the General Assembly first reviewed it. All of the 58 U.N. member nations now had a chance to suggest revisions to the declaration. In the end, the nations' delegates offered almost 170 amendments. This frustrated Eleanor, who, along with the rest of the commission, had spent nearly two years crafting the document. Most of the revisions that the commission ultimately allowed merely refined ideas already present in the declaration.

Finally, on December 10, 1948, the General Assembly voted to adopt the declaration. Afterwards, the delegates gave Eleanor Roosevelt a standing ovation for her leadership of the commission. The declaration consisted of 30 articles, or legal sections, containing various rights due to all. Among these articles was the declaration that all humans are born free and equal. They are entitled to own property, receive an education, express themselves freely, be employed, and receive equal pay for equal work.

Some people say it is too difficult to implement many of the principles outlined in the declaration, but these critics misinterpret the document's purpose. The main achievement of the declaration is that it provides a blueprint of human rights that all nations should aspire to uphold. The principles outlined in the declaration have influenced the constitutions of new nations. They have also provided a foundation for human rights groups seeking to hold governments accountable for their actions. These are important accomplishments.

Name: _____ Date: _____

- 1** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Why was Eleanor Roosevelt chosen to lead the commission?

- ☐ (A) She had been the country's First Lady.
- ☐ (B) She had taken part in many human rights-related activities when her husband was president.
- ☐ (C) She had a lot of free time.
- ☐ (D) She had always wanted to work for the United Nations.

Part B: Which sentences in the text **best** support this view? Select **three** options.

- ☐ (A) "She had been an advocate for European refugees during World War II."
- ☐ (B) "She had sought racial integration within the military."
- ☐ (C) "Eleanor had also encouraged her husband and his cabinet to appoint greater numbers of women and African Americans to government posts."
- ☐ (D) "By serving as chair of the commission, Eleanor faced many challenges."
- ☐ (E) "Afterwards, the delegates gave Eleanor Roosevelt a standing ovation for her leadership of the commission."

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- 2** The following question has two parts. First, answer part A. Then, answer part B.

Part A: Why did members of the commission sometimes disagree with each other when drafting the declaration?

- (A) They didn't want to work with people from other countries.
- (B) They didn't like each other.
- (C) They had fought each other during World War II.
- (D) They had different ideas about which rights the declaration should focus on.

Part B: Which sentences in the text **best** support this view? Select **two** options.

- (A) "Representatives from many countries, including China, France, Iran, the Soviet Union, the United Kingdom, and the United States, served on the commission."
- (B) "Some developing countries were more concerned with social and economic rights than they were with civil and political ones."
- (C) "Another challenge Eleanor faced was that some commission members wanted to emphasize the rights of the individual, while others wanted to focus on the collective rights of a group."
- (D) "But she also felt it was imperative that the United States set an example for the rest of the world by encouraging the elimination of discrimination."

- 3** Read the following sentences from the text.

All of the 58 U.N. member nations now had a chance to suggest revisions to the declaration. In the end, the nations' delegates offered almost 170 amendments. This frustrated Eleanor, who, along with the rest of the commission, had spent nearly two years crafting the document. Most of the revisions that the commission ultimately allowed merely refined ideas already present in the declaration.

What does the author's use of amendments tell you about the delegates' response to the declaration?

- (A) They approved of all of the declaration's articles.
- (B) They couldn't understand it.
- (C) They thought it needed a lot of changes.
- (D) They thought it was well written.

Name: _____ Date: _____

- 4 Read the following sentence from the text.

The main achievement of the declaration is that it provides a blueprint of human rights that all nations should aspire to uphold.

What does the word blueprint mean in the sentence above? Match the word with its meaning.

- (A) desirable model
- (B) colored piece of paper
- (C) prehistoric document
- (D) distinctive characteristic

- 5 The following question has two parts. First, answer part A. Then, answer part B.

Part A: What is the **best** description of the author's purpose for writing this text?

- (A) to persuade readers to work for the United Nations
- (B) to inform readers about human rights violations that took place during World War II
- (C) to entertain readers with stories about Eleanor Roosevelt's time in the White House
- (D) to inform readers about what the Universal Declaration of Human Rights is and why it is significant

Part B: Which paragraph **best** conveys this purpose?

- (A) paragraph 1
- (B) paragraph 2
- (C) paragraph 4
- (D) paragraph 7

Name: _____ Date: _____

- 6** The following question has two parts. First, answer part A. Then, answer part B.

Part A: What is the author's point of view about the declaration as expressed in the last paragraph?

- (A)** The declaration's principles should apply to some nations but not to others.
- (B)** The declaration helps ensure that nations respect the human rights of their citizens.
- (C)** The declaration's principles are flawed.
- (D)** The declaration is the most important document ever created.

Part B: Which sentence in the last paragraph **best** distinguishes the author's point of view from that of others?

- (A)** "Some people say it is too difficult to implement many of the principles outlined in the declaration, but these critics misinterpret the document's purpose."
- (B)** "The principles outlined in the declaration have influenced the constitutions of new nations."
- (C)** "They have also provided a foundation for human rights groups seeking to hold governments accountable for their actions."
- (D)** "These are important accomplishments."

Read the poem. Then answer the questions.

The Raven

by Edgar Allan Poe

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
"Tis some visitor," I muttered, "tapping at my chamber door—
Only this, and nothing more."

Ah, distinctly I remember it was in the bleak December,
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow:—vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
Nameless here for evermore.

And the silken sad uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
"Tis some visitor entreating entrance at my chamber door
Some late visitor entreating entrance at my chamber door;—
This it is, and nothing more."

Presently my soul grew stronger; hesitating then no longer,
"Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you"—here I opened wide the door;—
Darkness there, and nothing more.

Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
But the silence was unbroken, and the darkness gave no token,
And the only word there spoken was the whispered word, "Lenore!"
This I whispered, and an echo murmured back the word, "Lenore!"
Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,
 Soon again I heard a tapping, somewhat louder than before.
 "Surely," said I, "surely that is something at my window lattice;
 Let me see, then, what thereat is, and this mystery explore—
 Let my heart be still a moment and this mystery explore;—
 'Tis the wind and nothing more!"

Open here I flung the shutter, when, with many a flirt and flutter,
 In there stepped a stately Raven of the saintly days of yore.
 Not the least obeisance made he; not a minute stopped or stayed he;
 But, with mien of lord or lady, perched above my chamber door—
 Perched upon a bust of Pallas just above my chamber door—
 Perched, and sat, and nothing more.

Then this ebony bird beguiling my sad fancy into smiling,
 By the grave and stern decorum of the countenance it wore,
 "Though thy crest be shorn and shaven, thou," I said, "art sure no craven,
 Ghastly grim and ancient Raven wandering from the nightly shore,—
 Tell me what thy lordly name is on the Night's Plutonian shore!"
 Quoth the Raven, "Nevermore."

Much I marvelled this ungainly fowl to hear discourse so plainly,
 Though its answer little meaning—little relevancy bore
 For we cannot help agreeing that no living human being
 Ever yet was blessed with seeing bird above his chamber door—
 Bird or beast upon the sculptured bust above his chamber door,
 With such name as "Nevermore."

But the Raven, sitting lonely on the placid bust, spoke only
 That one word, as if his soul in that one word he did outpour.
 Nothing further then he uttered—not a feather then he fluttered—
 Till I scarcely more than muttered, "Other friends have flown before—
 On the morrow he will leave me, as my hopes have flown before."
 Then the bird said, "Nevermore."

Startled at the stillness broken by reply so aptly spoken,
 "Doubtless," said I, "what it utters is its only stock and store,
 Caught from some unhappy master whom unmerciful Disaster
 Followed fast and followed faster till his songs one burden bore—
 Till the dirges of his Hope that melancholy burden bore
 Of 'Never—nevermore.'"

But the Raven still beguiling all my sad soul into smiling,
Straight I wheeled a cushioned seat in front of bird and bust and door;
Then, upon the velvet sinking, I betook myself to linking
Fancy unto fancy, thinking what this ominous bird of yore—
What this grim, ungainly, ghastly, gaunt and ominous bird of yore
Meant in croaking "Nevermore."

This I sat engaged in guessing, but no syllable expressing
To the fowl whose fiery eyes now burned into my bosom's core;
This and more I sat divining, with my head at ease reclining
On the cushion's velvet lining that the lamplight gloated o'er,
But whose velvet violet lining with the lamplight gloating o'er
She shall press, ah, nevermore!

Then, methought, the air grew denser, perfumed from an unseen censer
Swung by seraphim whose foot-falls tinkled on the tufted floor.
"Wretch," I cried, "thy God hath lent thee—by these angels he hath sent thee
Respite—respite and nepenthe from thy memories of Lenore!
Quaff, oh quaff this kind nepenthe, and forget this lost Lenore!"
Quoth the Raven, "Nevermore."

"Prophet!" said I, "thing of evil!—prophet still, if bird or devil!—
Whether Tempter sent, or whether tempest tossed thee here ashore,
Desolate yet all undaunted, on this desert land enchanted—
On this home by Horror haunted—tell me truly, I implore—
Is there—*is* there balm in Gilead?—tell me—tell me, I implore!"
Quoth the Raven, "Nevermore."

"Prophet!" said I, "thing of evil—prophet still, if bird or devil!
By that Heaven that bends above, us—by that God we both adore—
Tell this soul with sorrow laden if, within the distant Aidenn,
It shall clasp a sainted maiden whom the angels name Lenore—
Clasp a rare and radiant maiden whom the angels name Lenore."
Quoth the Raven, "Nevermore."

"Be that word our sign of parting, bird or fiend!" I shrieked, upstarting—
"Get thee back into the tempest and the Night's Plutonian shore!
Leave no black plume as a token of that lie thy soul hath spoken!
Leave my loneliness unbroken!—quit the bust above my door!
Take thy beak from out my heart, and take thy form from off my door!"
Quoth the Raven, "Nevermore."

And the Raven, never flitting, still is sitting, still is sitting
On the pallid bust of Pallas just above my chamber door;
And his eyes have all the seeming of a demon's that is dreaming,
And the lamplight o'er him streaming throws his shadow on the floor;
And my soul from out that shadow that lies floating on the floor
Shall be lifted—nevermore!

Name: _____ Date: _____

- 7 Read the following lines from the poem.

Ah, distinctly I remember it was in the bleak December,
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow:—vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
Nameless here for evermore.

What meaning do the words each separate dying ember wrought its ghost upon the floor convey to the reader?

- (A) Winter was turning into spring.
- (B) The narrator kept seeing images of someone who had died.
- (C) The dying fire was casting shadows on the floor.
- (D) The narrator was sleeping.

- 8 Read the following lines from the poem.

Presently my soul grew stronger; hesitating then no longer,
“Sir,” said I, “or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my chamber door,
That I scarce was sure I heard you”—here I opened wide the door;—
Darkness there, and nothing more.

Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
But the silence was unbroken, and the darkness gave no token,
And the only word there spoken was the whispered word, “Lenore!”

What meaning do the words and the darkness gave no token convey to the reader?

- (A) The stranger has not left any money at the door.
- (B) Nothing can be seen that helps explain where the tapping noise came from.
- (C) No sounds can be heard at the door.
- (D) The stranger at the door is not who the speaker was hoping to see.

Name: _____ Date: _____

- 9 Read the following lines from the poem.

Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
But the silence was unbroken, and the darkness gave no token,
And the only word there spoken was the whispered word, "Lenore!"
This I whispered, and an echo murmured back the word, "Lenore!"
Merely this and nothing more.

Which phrases in the lines reflect the author's use of alliteration? Select **three** options.

- (A) Deep into that darkness peering,
- (B) long I stood there wondering, fearing,
- (C) Doubting, dreaming dreams
- (D) But the silence was unbroken,
- (E) was the whispered word, "Lenore!"

- 10 Read the following lines from the poem.

Startled at the stillness broken by reply so aptly spoken,
"Doubtless," said I, "what it utters is its only stock and store,
Caught from some unhappy master whom unmerciful Disaster
Followed fast and followed faster till his songs one burden bore—
Till the dirges of his Hope that melancholy burden bore
Of 'Never—nevermore.'"

What meaning do the words what it utters is its only stock and store convey to the reader?

- (A) The bird has only learned how to speak one word.
- (B) The bird has run out of food and is asking to be fed.
- (C) The bird has spent its entire life feeling miserable all the time.
- (D) The bird has escaped from its owner and is seeking a place to hide.

Name: _____ Date: _____

- 11 Read the following lines from the poem.

Open here I flung the shutter, when, with many a flirt and flutter,
In there stepped a stately Raven of the saintly days of yore.
Not the least obeisance made he; not a minute stopped or stayed he;
But, with mien of lord or lady, perched above my chamber door—
Perched upon a bust of Pallas just above my chamber door—
Perched, and sat, and nothing more.

Why is flung a more effective word for the author to use than *open*? Select **two** options.

- (A) It better conveys the speaker's desperation to find out who or what is tapping at his window.
- (B) It rhymes better with other words in the poem.
- (C) It is more reflective of the time period in which the poem was written.
- (D) It more accurately describes the speaker's actions.

- 12 Read the following lines from the poem.

"Prophet!" said I, "thing of evil!—prophet still, if bird or devil!—
Whether Tempter sent, or whether tempest tossed thee here ashore,
Desolate yet all undaunted, on this desert land enchanted—
On this home by Horror haunted—tell me truly, I implore—
Is there—is there balm in Gilead?—tell me—tell me, I implore!"
Quoth the Raven, "Nevermore."

The speaker's question, Is there—is there balm in Gilead? is a biblical reference meaning, "Will I be healed?"

What kind of healing is the speaker longing for?

- (A) healing from his fear of the Raven
- (B) healing from his grief over Lenore's death
- (C) healing from being startled
- (D) healing from a physical injury

Read the texts. Then answer the questions.

The Boston Tea Party

On December 16, 1773, a group of American colonists boarded three ships docked in Boston Harbor. The ships were stocked with British-owned tea. The colonists proceeded to dump all the tea into the harbor. The event served as an act of American rebellion against both British taxes and corporate monopoly. Known as the Boston Tea Party, the event came to represent the American colonists' larger desire for independence from Britain.

A few years before the Boston Tea Party, Britain had relinquished most taxes on imported items in the colonies. This came about as a result of colonists successfully boycotting goods to avoid paying British taxes on them. Tea, however, was an exception, and the British continued to tax it. To the colonists, the tea tax represented British Parliament asserting its power over them. They also regarded the tax as unconstitutional. Colonists didn't believe they should have to pay taxes to Britain when their interests weren't represented in Parliament.

Things got even worse for the colonists when, in 1773, British Parliament passed the Tea Act. The act gave the East India Company a monopoly on tea importation and sales in the American colonies. The company was financially struggling at the time, and Britain relied heavily on its contributions to the British economy. The purpose of the Tea Act was to help keep the company afloat. East India Company agents were now the only people allowed to sell tea in the colonies. This infuriated colonial merchants since it took valuable business away from them.

To protest the Tea Act, several cities in the colonies began rejecting British tea shipments. Boston, however, was still allowing East India Company ships to moor in the city's harbor. The patriots were furious about this. At 10AM on the morning of December 16, 1773, a group of about 5,000 people met at the Old South Meeting House in Boston. There, they decided which steps to take.

Later that evening, Samuel Adams led dozens of men to Boston Harbor. The men were called the Sons of Liberty, a group made up of craftsmen, business owners, laborers, and others who were devoted to fighting British rule. Once at the harbor, the men, disguised as Mohawk Indians, boarded the East India Company ships. Over the course of three hours, the men threw 342 chests' worth of tea into Boston Harbor. A large group of spectators watched the event. Though the men destroyed all of the tea on the ships, they were careful not to damage the ships themselves. The men were solely there to make a statement to the British.

In retaliation for the patriots' actions, the British closed Boston's port. They also instituted a series of acts designed to punish the colonists for their deeds. The colonists nonetheless continued to defend their right to self-government. Ultimately, the Boston Tea Party played a significant role in the colonists' eventual independence from Britain.

A Most Astonishing Evening at Boston Harbor

Dear Elizabeth,

The most astonishing thing happened this evening! I must tell you all about it. But let me not get ahead of myself—I shall start at the beginning.

I spent the day much as I spend most days—at my father’s shop, selling tonics and elixirs to cure our neighbors’ ailments. Being just down the road from the harbor, we are able to see many of the ships right from the shop.

I was in the shop after dinner, just getting ready to close for the evening, when Mr. Merriman suddenly came rushing in, looking for a remedy for a toothache. I assisted him and, just as I was writing out a receipt for a poultice, he and I heard a great shouting coming from the street. People were rushing toward the harbor like a stampede of horses! Mr. Merriman and I looked at each other, then at the commotion outside.

“What do you suppose is the matter?” I asked.

“I fear I do not know,” replied Mr. Merriman, “but I intend to find out.”

“Oh, Mr. Merriman, let me come with you!” I pleaded.

“No, no,” said Mr. Merriman, shaking his head. “Whatever is afoot, I am sure it is nothing for a respectable young lady such as yourself.” And with that, he left the shop and headed for the harbor.

I do not mind telling you, Elizabeth, I was quite angry. As Mother and Father were both out on errands, and my younger sister Constance was staying with my grandmother, I decided to venture out on my own. I put on my cloak, hung the “Closed” sign in the shop window, and dashed out into the street, where I followed the rush of people down to the harbor. The streets were positively filled with throngs of people, and I found Mr. Merriman standing near a docked ship. His eyes were completely alight. To my absolute astonishment, a group of men dressed as Mohawk Indians were dumping chests of tea into the harbor! I knew they were not really Mohawks, as I could recognize Mr. Goode, who lives down the road from us. I asked Mr. Merriman what in the world was happening.

He said, “As you know, for the last several years, we colonists have been quite unhappy with the state of affairs concerning Britain.”

“Yes,” I replied, “I have often heard my father complain of ‘taxation without representation’ and such things.”

He went on, "Well, they have now imposed a particularly unfair tax on tea, and they have made the East India Company the only importer of tea allowed in the colonies, which takes business away from us colonists. A group of men met this morning to determine what should be done, and they decided it was time to show Britain that we will no longer accept tea from the East India Company. They have dumped all the tea overboard into the harbor! Isn't that marvelous?" With that, he gave a great laugh. How stirring to be so close to what I am sure will be a momentous event in our colonial history! My heart is still beating quite fast. I fear British retaliation, but I have utter faith that the colonists who organized this feat of bravery and action will find a way to deal justly with whatever comes next. We can only wait to see!

Your loving cousin,
Annabelle

Name: _____ Date: _____

Answer these questions about “The Boston Tea Party.”

- 13** Read the following sentences from the text.

The act gave the East India Company a monopoly on tea importation and sales in the American colonies. The company was financially struggling at the time, and Britain relied heavily on its contributions to the British economy. The purpose of the Tea Act was to help keep the company afloat. East India Company agents were now the only people allowed to sell tea in the colonies.

Based on the context, the word monopoly means _____.

- ☐ (A) exclusive access
- ☐ (B) monetary bonus
- ☐ (C) preferred status
- ☐ (D) recommendation letter

- 14** The following question has two parts. First, answer part A. Then, answer part B.

Part A: How did Britain react to the colonists’ actions in Boston Harbor?

- ☐ (A) They congratulated the colonists for thinking of such a clever idea.
- ☐ (B) They ignored the colonists.
- ☐ (C) They punished the colonists.
- ☐ (D) They voluntarily gave the colonists their independence.

Part B: Which sentences in the text **best** support this view? Select **two** options.

- ☐ (A) “Tea, however, was an exception, and the British continued to tax it.”
- ☐ (B) “Things got even worse for the colonists when, in 1773, British Parliament passed the Tea Act.”
- ☐ (C) “In retaliation for the patriots’ actions, the British closed Boston’s port.”
- ☐ (D) “They also instituted a series of acts designed to punish the colonists for their deeds.”

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- 15** Identify **two** main ideas in the text. Use evidence from the text to explain how the author develops these ideas.

Name: _____ Date: _____

Answer these questions about “A Most Astonishing Evening at Boston Harbor.”

16 What does the phrase like a stampede of horses **most likely** mean? Select **two** meanings.

- ☐ (A) People were galloping.
- ☐ (B) People were making high-pitched noises.
- ☐ (C) People were tightly packed together.
- ☐ (D) People were moving very quickly.

17 Read the following lines from the text.

As Mother and Father were both out on errands, and my younger sister Constance was staying with my grandmother, I decided to venture out on my own. I put on my cloak, hung the “Closed” sign in the shop window, and dashed out into the street, where I followed the rush of people down to the harbor.

Why is dashed a more effective word for the author to use than *moved*? Select **two** options.

- ☐ (A) It lets the reader know she wasn’t sure where she was going.
- ☐ (B) It lets the reader know she was in a hurry.
- ☐ (C) It lets the reader know she left reluctantly.
- ☐ (D) It lets the reader know she moved swiftly.

18 Identify the theme of the text. Use evidence from the text to explain how the author develops this idea.

Name: _____ Date: _____

- 19** How do “The Boston Tea Party” and “A Most Astonishing Evening at Boston Harbor” discuss the same event? In what ways are the two texts similar and different? Use evidence from both texts to support your ideas.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Argument Performance Task

Task

Fighting for justice is not an easy task. It takes many people working against resistance to bring real change about. Together, though, people can make a great difference in our world.

For this task, you will be writing an argument piece related to the topic of human rights. Before you write your piece, you will review two sources that provide information about the Emancipation Proclamation and abolitionist Frederick Douglass. Take notes while you read.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and read the sources carefully to gain the information you will need to answer the questions and write your response.

In Part 2, you will write on a topic related to the sources.

Directions for Part 1

You will now read two sources. You can re-examine the sources as often as you like.

Research Questions

After reading the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your response.

You may refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the space provided.

Source #1: The Emancipation Proclamation

On September 22, 1862, in the midst of the United States' Civil War, President Abraham Lincoln issued the Emancipation Proclamation. This proclamation ensured freedom for most slaves in the United States. By issuing the proclamation, Lincoln took an important first step to ending the practice of slavery in the United States.

Americans elected Abraham Lincoln president in 1860. Many southern states were unhappy with the anti-slavery stance of Lincoln's Republican Party, however. Shortly after Lincoln's election, these states seceded from the nation and formed the Confederate States of America. In March 1861, just a few weeks after Lincoln's inauguration, members of the Confederacy attacked a federal fort in South Carolina. Federal troops fought back. In April 1861, the Civil War officially began, and several more states joined the Confederacy in its fight against the Union. Lincoln, focused on keeping the country whole, maintained that the war's purpose was to retain a unified United States. Though Lincoln supported the emancipation of slaves, he thought unification was a greater priority than emancipation was.

Slaves nonetheless found their freedom as a result of the war, even if in an indirect way. Confederate soldiers had forced many slaves to aid them in the war effort. Slaves built forts and worked in hospitals and armories, among other tasks. Runaway slaves who had performed such labor on behalf of the Confederacy were considered "contraband of war." This meant that, once they entered Union territory, the slaves were considered enemy property. Since Union soldiers retained all enemy property that crossed into their territory, the slaves had to remain in Union territory. This practice indirectly served as a pathway to freedom for slaves. In August 1861, an official federal policy was instituted that directed "contraband" slaves who had fled into Union territory to be declared free.

By 1862, Lincoln realized that the full emancipation of slaves was a necessity. It would not only give the slaves their freedom, but it would also weaken the Confederacy. With emancipation in place, Confederates would no longer have access to slave labor.

On September 22, 1862, Lincoln issued a preliminary decree. The decree included a warning to the Confederacy: if it did not surrender by January 1, 1863, then slaves in Confederate states would be freed. When that date arrived and the Confederates still refused to surrender, Lincoln issued his Emancipation Proclamation. As Lincoln promised, all slaves in states not under Union control became free. The proclamation did not, however, free slaves in states loyal to the Union because Lincoln was afraid such an action would antagonize these states. Though some people criticized the proclamation for not freeing all slaves, most others rejoiced. Former slave and abolitionist Frederick Douglass saw the proclamation as the beginning of slavery's ultimate demise.

The Emancipation Proclamation brought about other changes, as well. Before Lincoln issued the proclamation, African-Americans could not join the federal army. After the proclamation, however, they were allowed to become soldiers, albeit in solely African-American regiments. In both the North and the South, Frederick Douglass and Harriet Tubman actively recruited African-American soldiers for the Union army. In total, around 180,000 fought in the war.

In April 1865, the Confederate army finally surrendered to the Union. By the end of the year, the Thirteenth Amendment, which officially abolished slavery, was ratified. Four million slaves were now, at last, free.

Though the Emancipation Proclamation did not have the same sweeping effects that the Thirteenth Amendment did, it nonetheless served as an important stepping-stone to the total abolition of slavery.

Source #2: Frederick Douglass

Abolitionist Frederick Douglass was born on a Maryland plantation in 1818. Though Douglass, a slave, eventually won his freedom, he never forgot the horrors of slavery. His experiences provided the foundation for his eventual work to help free other African Americans from the system's shackles.

Douglass's mother was a slave who died when Douglass was seven years old. Having only seen his mother a handful of times before her death, the boy was primarily raised by his grandparents and aunt. At the age of eight, Douglass was sent to live in Baltimore with a ship carpenter who was a relative of Douglass's slave owner. In Baltimore, Douglass learned to read. He also discovered the abolitionist movement, which sought to end slavery.

After spending seven years in Baltimore, Douglass was sent to work on a farm in the country. The man he worked for beat and starved Douglass, and in 1836, Douglass made a plan to escape. Douglass's plan was discovered, however, and he went to jail. Two years later, he was back in Baltimore working at a shipyard when he decided to make a second attempt at an escape.

In 1838, Douglass dressed in disguise as a sailor and boarded a train. After making his way to New York City, Douglass continued on to New Bedford, Massachusetts. He settled there, declaring his freedom and changing his name from Frederick Bailey to Frederick Douglass to avoid capture. Douglass became involved with the abolitionist movement in Massachusetts, attending speeches and meetings. In 1841, leading abolitionist William Lloyd Garrison asked Douglass to give his own speech to the Massachusetts Anti-Slavery Society. After the speech the society asked Douglass to serve as their lecturer for three years, and he agreed.

Douglass was such an effective speaker that some people found it hard to believe he had been a slave. To put to rest people's disbeliefs, Douglass published his autobiography in 1845. In the book, Douglass gave his real name, the names of his slave owners, and his birthplace. Revealing this information made Douglass, a fugitive slave, vulnerable to capture. To prevent this from happening, Douglass went on a speaking tour of Scotland, Ireland, and England. British supporters were so taken with Douglass that they bought his freedom in the United States. After being abroad for over two years, Douglass returned to his home country a legally free man.

Now living in Rochester, New York, Douglass began publishing his own abolitionist newspaper. He continued to work on the paper for several years. After the Civil War broke out in 1861, Douglass met with President Abraham Lincoln. Douglass encouraged the inclusion of African-American soldiers in the Union army and encouraged the abolition of slavery. These recommendations ultimately influenced Lincoln's actions during the war.

Until his death in 1895, Douglass continued working to better the lives of his fellow African Americans. To many, he was not only a hero of the abolitionist movement but a model for the civil rights movement of the 20th century.

Name: _____ Date: _____

20 According to "The Emancipation Proclamation," why was President Lincoln at first reluctant to emancipate slaves entirely?

- (A)** He was more focused on keeping the nation unified.
- (B)** He was waiting until the war got worse.
- (C)** He was afraid the Confederate states would retaliate.
- (D)** He thought slaves would eventually free themselves.

21 How do the authors of "The Emancipation Proclamation" and "Frederick Douglass" emphasize different approaches people took to fight slavery? Cite details from **both** sources to support your ideas. Be sure to identify the source of each piece of information by title or number.

22 Which source would be more useful for making the argument that Confederates used slave labor to help them during the Civil War? Explain why, and provide at least two pieces of evidence from that source to support your ideas.

Directions for Part 2

You will now look at your sources; take notes; and plan, draft, revise, and edit your argument piece. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment

Your teacher would like you to write a piece that argues your interpretation of a central idea of the two sources you have read. You have decided to write about the most effective ways people can defend human rights, both for themselves and for others. Write a multi-paragraph essay that references the different methods President Lincoln and Frederick Douglass used to defend the rights of African-Americans. Your essay will be read by the teacher and students in your class. In your essay, clearly state your claim and support it by using thoroughly developed reasons and evidence taken from both sources you have read.

Argumentative Article Scoring

Your article will be scored using the following:

- 1. Organization/Purpose:** How clearly did you state and maintain your claim with a logical progression of ideas from beginning to end? How logically did your ideas flow from beginning to end? How often did you use effective transitions? How effective was your introduction and your conclusion?
- 2. Evidence/Elaboration:** How well did you provide evidence from sources about your argument? How well did you elaborate with specific information?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate piece of paper.

