

Characteristics of Classic Tragedy

ARISTOTLE'S DEFINITION OF TRAGEDY

A play is a tragedy if it satisfies the following conditions:

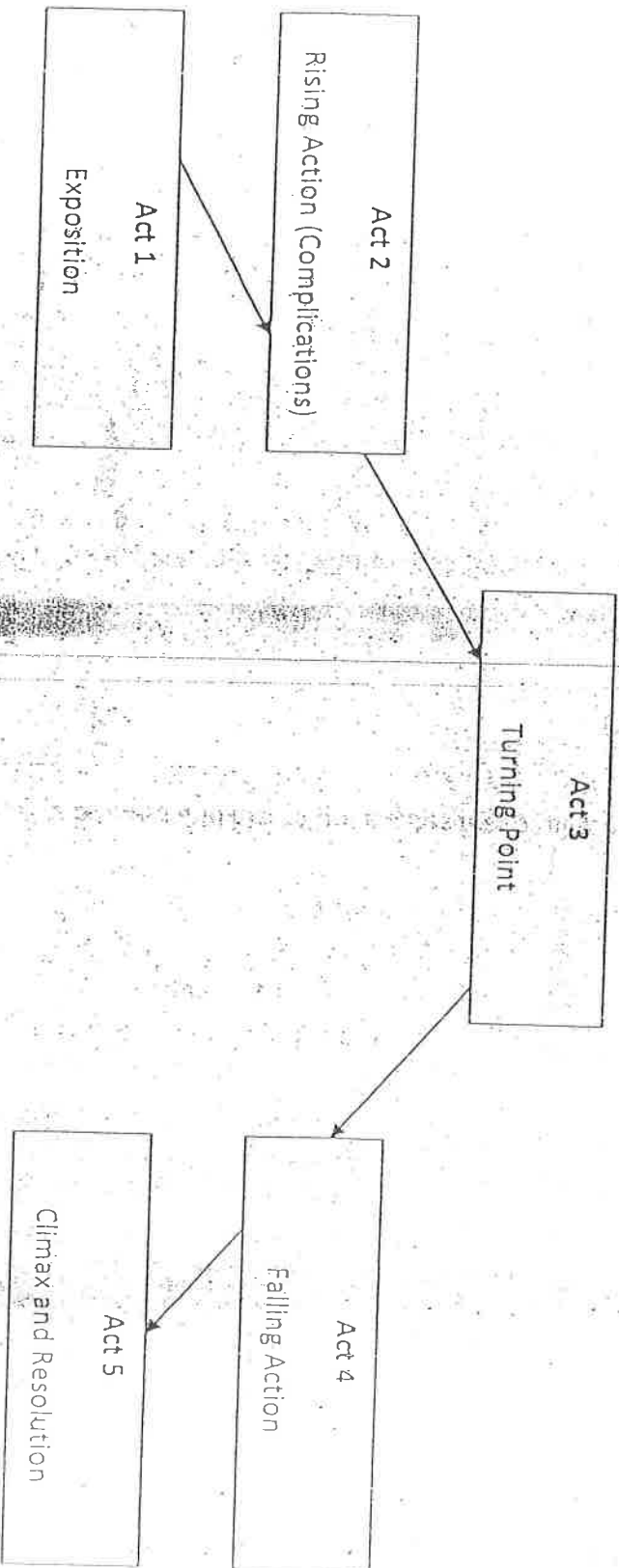
1. The hero is neither extremely good or bad.
2. ~~The fortunes of the hero change from good to bad.~~
3. The misfortunes of the hero result not from his own wrong-doing or vice, but from
 - ❖ an error in judgment, a frailty, or tragic flaw
 - ❖ fate, external forces, supernatural working through his tragic flaw.
4. Tragedy arouses pity and fear in the audience.
 - ❖ The hero deserves pity.
 - ❖ The audience can identify with the hero.
5. Catharsis – purging of emotion and enlightenment

TRAGIC HERO

The tragic hero is a man who fails to attain happiness and his failure excites fear or pity. He is generally a man of high station in life.

1. Man of high birth
2. ~~He is a man who has great promise, ability, and integrity of character.~~
3. He has a tragic flaw or weakness.
4. The hero has a capacity for suffering (conscience). He does not endure passively; he fights back; he seeks remedies.
5. The hero's actions involve him in choices.
6. The tragic hero dies at the end of the play. His downfall comes from the following:
 - tragic flaw (ambition, inaction, jealous, excessive pride (hubris), etc.)
 - supernatural means (gods may interfere)
 - fate or ill-luck
 - a combination of these

Tragic Play Pattern



A tragedy is a narrative about serious and important actions that end unhappily. Usually a tragedy ends with the deaths of the main characters. In some tragedies the disaster hits totally innocent characters; in others the main characters are in some ways responsible for their downfall. Shakespeare's tragic plays usually follow the above five part pattern diagram.

1. The exposition establishes the setting, introduces some of the main characters, explains background, and introduces the characters' main conflict.
2. The rising action consists of a series of complications. These occur as the main characters take action to resolve their problems.
3. The turning point is the moment when a choice made by the main characters determines the direction of the action: upward to a happy ending, which would be a comedy, or downward to tragedy. This turning point is the dramatic and tense moment when the forces of conflict come together. Look for the turning point in Act 3.
4. The falling action presents events that result from the action taken at the turning point. These events usually lock the characters deeper and deeper into disaster; with each event we see the characters falling straight into tragedy.
5. The final and greatest climax occurs at the end of the play—usually, in tragedy, with the deaths of the main characters. In the resolution (or denouement) the loose parts of the plot are all tied up. The play is over.

Figurative Language

Macbeth

In common usage, a *figure of speech*, *use of figurative language*, is a word or phrase that means something more or something other than it seems to say—the opposite of a literal expression.

Simile-

Example: "as white as a sheet"

Metaphor-

Example: "Humor is the shock absorber of life; it helps us take the blows."
(Peggy Noonan, *What I Saw at the Revolution*, 1990)

Personification-

Example: "Oreo: Milk's favorite cookie."

Hyperbole-

Example: "I could eat a million of these"

Euphemism-

Example: "Wardrobe malfunction"
(Justin Timberlake's description of his tearing of Janet Jackson's costume during a half-time performance at Super Bowl XXXVIII)

Example: *Mr. Prince*: We'll see you when you get back from image enhancement camp.
Martin Prince: Spare me your **euphemisms**! It's fat camp, for Daddy's chubby little secret!
("Kamp Krusty," *The Simpsons*, 1992)

Reading Comprehension Strategies

<p>Make Connections</p> <p>What connections do I make as I read?</p> <p>Good readers notice pieces of text that relate to or remind them of:</p> <ul style="list-style-type: none"> • Their lives, past experiences, and prior knowledge • Other books, articles, movies, songs, or pieces of writing • Events, people, or issues <p>Tips:</p> <ul style="list-style-type: none"> • That reminds me of... • This made me think of... • I read another book that... • This is different from... • I remember when... 	<p>Visualize</p> <p>Good readers create pictures in their minds while they read.</p> <p>While reading, note places where you get a clear picture in your mind that helps you understand the text:</p> <ul style="list-style-type: none"> • I can picture... • I can see the... • I can visualize... • The movie in my head shows... <p>Use your senses to connect the characters, events, and ideas to clarify the picture in your head.</p> <ul style="list-style-type: none"> • I can taste/hear/smell the... • I can feel the... 	<p>Ask Questions</p> <p>Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text.</p> <p>Ask questions of the author, yourself, and the text:</p> <ul style="list-style-type: none"> • What is the author trying to say? • What is the message of this piece? • Do I know something about this topic? • What do I think I will learn from this text? • How could this be explained to someone else? • What predictions do I have about this reading?
<p>Infer</p> <p>How do I read between the lines?</p> <p>When the answers are "right there," good readers draw conclusions based on background knowledge and clues in the text.</p> <p>Ask yourself:</p> <ul style="list-style-type: none"> • I wonder why... • I wonder how... • I wonder if... <p>Find information from the text that might be clues to the answers and use these with your background knowledge for possible answers.</p>	<p>Determine Importance</p> <p>What's the big idea?</p> <p>So what?</p> <p>Good readers look for things that help them identify big ideas and why they are important.</p> <p>Look at text features for clues:</p> <ul style="list-style-type: none"> • Titles and headings • Bold print • Pictures and captions • Graphs and charts • Chapter objectives and questions <p>Tips:</p> <ul style="list-style-type: none"> • The big idea is... • Most important information is... • So far I've learned... • The author is saying... • This idea is similar to... 	<p>Synthesize</p> <p>How do I use what I've read to create my own ideas?</p> <p>Good readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations.</p> <p>Synthesis is creating a single understanding from a variety of sources.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Compare and contrast what I'm reading with what I already know or other sources of information. • Think of new ways to use this information. • Can connections I make across this text help me to create new generalizations or new perspectives?

Adapted from the work of Beal, Keene, and Tovani

NAME:

PERIOD:

Prose vs. Poetry

Intro to Lit. and Comp.

Prose and poetry are two ways of classifying types of writing. Sometimes we group literature according to the topic matter (fiction, non-fiction, mystery, drama, and so on), but here we're grouping it according to format. Fortunately, the distinction between what is prose and what is poetry is usually pretty instinctive.

Let's start with the term that's probably more familiar: poetry. Poems are often easy to spot because the author is usually working to create a unique structure involving all of the senses. For instance, the poet may arrange words very deliberately on the page to look a certain way; poets choose words not only for their meaning, but also because they rhyme or sound out a special rhythm; some poets even limit themselves to a fixed number of words or syllables. Even punctuation and grammar can be manipulated by the poet to fit in with the poem's structure.

In contrast, the word *prose* comes from a Latin word meaning straightforward, and that's what prose writing is like. The story being told might be complex, but you can count on all the features of everyday speech, such as paragraphs, sentences, and all the usual punctuation. Types of literature that usually fall into the prose category include most essays, short stories, novels, and plays.

Just to keep you on your toes, be aware that authors sometimes dabble in a combination of both forms. For example, Shakespeare is known for switching back and forth within his plays, having certain characters speak in poetry and others in prose.

One of the most famous types of poems is a sonnet. A sonnet is a poem of 14 lines that uses any number of formal rhyme schemes and typically has ten syllables per line.

Here is one of the most famous sonnets of all time.

Sonnet 18 by William Shakespeare

- 1 Shall I compare thee to a summer's day?
- 2 Thou art more lovely and more temperate:
- 3 Rough winds do shake the darling buds of May,
- 4 And summer's lease hath all too short a date:
- 5 Sometime too hot the eye of heaven shines,
- 6 And often is his gold complexion dimm'd;
- 7 And every fair from fair sometime declines,
- 8 By chance or nature's changing course untrimm'd;
- 9 But thy eternal summer shall not fade
- 10 Nor lose possession of that fair thou owest;
- 11 Nor shall Death brag thou wander'st in his shade,
- 12 When in eternal lines to time thou growest:
- 13 So long as men can breathe or eyes can see,
- 14 So long lives this, and this gives life to thee.

NAME:

PERIOD:

Figurative Language
Intro to Lit. and Comp.

List of figurative language

1. Imagery
2. Metaphor
3. Simile
4. Personification
5. Symbol
6. Hyperbole
7. Rhyme
8. Onomatopoeia
9. Alliteration
10. Idiom

Practice Activities

Turner almost wished that he hadn't listened to the radio. He went to the closet and grabbed his umbrella. He would feel silly carrying it to the bus stop on such a sunny morning.

1. Which probably happened?
 - a. Turner realized that he had an unnatural fear of falling radio parts.
 - b. Turner had promised himself to do something silly that morning.
 - c. Turner had heard a weather forecast that predicted rain.
 - d. Turner planned to trade his umbrella for a bus ride.

"Larry, as your boss, I must say that it's been very interesting working with you," Miss Valdez said. "However, it seems that our company's needs and your performance style are not well matched. Therefore, it makes me very sad to have to ask you to resign your position effective today."

2. What was Miss Valdez telling Larry?
 - a. She would feel really bad if he decided to quit.
 - b. He was being fired.
 - c. He was getting a raise in pay.
 - d. She really enjoyed having him in the office.

Bill and Jessica were almost done taking turns choosing players for their teams. It was Jessica's turn to choose, and only Kurt was left. Jessica said, "Kurt."

3. We can infer that
 - a. Kurt is not a very good player.
 - b. Jessica was pleased to have Kurt on her team.
 - c. Kurt was the best player on either team.
 - d. Jessica was inconsiderate of Kurt's feelings.

Mending

A giant hand inside my chest
Stretches out and takes
My heart within its mighty grasp
And squeezes till it breaks.

A gentle hand inside my chest,
With mending tape and glue,
Patches up my heart until
It's almost good as new.

I ought to know by now that
Broken hearts will heal again.
But while I wait for glue and tape,
The pain!
The pain!
The pain!

by Judith Viorst

4. The poem is probably about
 - a. a woman.
 - b. a man.
 - c. a broken heart.
 - d. heart surgery.
5. It can be inferred that the subject of the poem
 - a. is in a lot of physical pain.
 - b. enjoys arts and crafts.
 - c. is a good friend.
 - d. has had a broken heart before.

Tone Worksheet 1**Directions:** Read each poem and then answer the following questions**Ellis Park**

By Helen Hoyt

Little park that I pass through,
 I carry off a piece of you
 Every morning hurrying down
 To my work-day in the town;
 Carry you for country there
 To make the city ways more fair.
 I take your trees,
 And your breeze,
 Your greenness,
 Your cleanness,
 Some of your shade, some of your sky,
 Some of your calm as I go by;
 Your flowers to trim
 The pavements grim;
 Your space for room in the jostled street
 And grass for carpet to my feet.

Your fountains take and sweet bird calls
 To sing me from my office walls.
 All that I can see
 I carry off with me.
 But you never miss my theft,
 So much treasure you have left.
 As I find you, fresh at morning,
 So I find you, home returning --
 Nothing lacking from your grace.
 All your riches wait in place
 For me to borrow
 On the morrow.

Do you hear this praise of you,
 Little park that I pass through?

1. What is this poem about? _____

2. What is the speaker's tone? _____

Explain your answer using textual evidence.

In Trouble and Shame

By D.H. Lawrence

I look at the swaling¹ sunset
 And wish I could go also
 Through the red doors beyond the black-purple bar.

Then I would turn round
 And seeing my cast-off body lying like lumber,
 I would laugh with joy.

I wish that I could go
 Through the red doors where I could put off
 My shame like shoes in the porch
 My pain like garments,
 And leave my flesh discarded lying
 Like luggage of some departed traveller
 Gone one knows not where.

1. **swaling**: burning

3. What is this poem about? _____

4. What is the speaker's tone? _____

Explain your answer using textual evidence.

Commonly Used Tone Words	
absurd	silly, ridiculous
ambivalent	undecided, having mixed emotions, unsure
amused	entertained, finding humor, expressed by a smile or laugh
angry	enraged, very mad, incensed, threatening or menacing
apathetic	lacking concern, showing little or no interest
arrogant	haughty, acting with false superiority
bitter	resentful, having strong animosity or rancor
cheerful	jovial, happy, in good spirits
comic	humorous, funny
compassionate	sympathetic, having feeling for others, showing pity, empathy
complex	complicated, having many varying characteristics
condescending	patronizing, stooping to the level of one's inferiors
critical	disapproving
cruel	causing suffering, causing pain
cynical	scornful of the motives or virtues of others, bitterly mocking
depressed	dejected, sad, unhappy, troubled
detached	uninvolved, having no interest or feelings, objective
distressed	upset
earnest	sincere, showing deep feeling, seriousness
formal	accepting rules, stiff, using textbook style, factual
gentle	considerate, kind, mild, soft
hard	unfeeling, hard-hearted, unyielding
incredulous	doubtful, disbelieving, skeptical
indignant	angry, angered by something unjust, mean, unworthy
intense	deeply felt, concentrated
intimate	personal, close, deeply associated
ironic	wry, an unexpected opposite meaning in words or events
irreverent	lacking respect, lacking reverence
joyous	extremely happy
loving	affectionate, compassionate, showing intense, deep feeling
malicious	spiteful, desiring to harm others or to see others suffer
mocking	ridiculing, imitating
nostalgic	yearning for the past, homesick, wistful
objective	factual, uninfluenced by emotion or personal prejudice
optimistic	positive, believing in positive outcomes
outspoken	frank, candid, spoken without reserve
pathetic	pitiful, useless, wretched
pessimistic	tending to take the worst possible view of a situation
playful	fun-filled, full of good spirits, humorous, jesting
reticent	reserved, restrained
reverent	respectful, showing deep respect and esteem
righteous	morally just, morally right, guiltless
satiric	ridiculing or attacking by means of irony or caustic wit
sentimental	emotional, showing special feelings for (possibly romantic)
serious	earnest, not funny
straightforward	direct, frank, honest
sympathetic	understanding
tragic	disastrous, calamitous
uneasy	lacking security, lacking comfort
vindictive	revengeful, spiteful, bitter, unforgiving

Mood words

POSITIVE MOOD WORDS

amused	jubilant
awed	liberating
bouncy	light-hearted
calm	loving
cheerful	mellow
chipper	nostalgic
confident	optimistic
contemplative	passionate
content	peaceful
determined	playful
dignified	pleased
dreamy	refreshed
ecstatic	rejuvenated
empowered	relaxed
energetic	relieved
enlightened	satiated
enthralled	satisfied
excited	sentimental
exhilarated	silly
flirty	surprised
giddy	sympathetic
grateful	thankful
harmonious	thoughtful
hopeful	touched
hyper	trustful
idyllic	vivacious
joyous	warm
	welcoming

NEGATIVE MOOD WORDS

aggravated	insidious
annoyed	intimidated
anxious	irate
apathetic	irritated
apprehensive	jealous
barren	lethargic
brooding	lonely
cold	melancholic
confining	merciless
confused	moody
cranky	morose
crushed	nauseated
cynical	nervous
depressed	nightmarish
desolate	numb
disappointed	overwhelmed
discontented	painful
distressed	pensive
drained	pessimistic
dreary	predatory
embarrassed	rejected
enraged	restless
envious	scared
exhausted	serious
fatalistic	sick
foreboding	somber
frustrated	stressed
futile	suspenseful
gloomy	tense
grumpy	terrifying
haunting	threatening
heartbroken	uncomfortable
hopeless	vengeful
hostile	violent
indifferent	worried
infuriated	

Name: _____

Identifying Mood

Directions: Read each passage and choose the appropriate mood word. Then, explain your answer by showing which text from the passage creates the mood.

Mood – The feeling created in the reader’s mind by a literary work. Setting, tone, and events influence mood.
Suggested Mood Words: mournful, despairing, silly, calm, triumphant, desolate, gloomy, dreadful, boring,

1. The Bully by Paul Langan:

On Friday morning, Darrell headed to the supermarket parking lot with ten dollars. The four-block walk from home felt like the longest walk he had ever taken. Each step required great effort, as if his feet were made of concrete. Even the money in his pockets felt uncomfortably heavy, and every muscle in his legs and back felt slow and achy. It was as if his body was quietly protesting what he was doing. Darrell knew that paying Tyray was wrong. The shame and guilt he felt for giving his mother’s money to a bully swept over him in unending waves.

What is the mood of the passage? _____

Why do you feel this way?

2. Animal Farm by George Orwell

A little way down the pasture there was a knoll that commanded a view of most of the farm. The animals rushed to the top of it and gazed round them in the clear morning light. Yes, it was theirs—everything that they could see was theirs! In the ecstasy of that thought they gamboled round and round, they hurled themselves into the air in great leaps of excitement. They rolled in the dew, they cropped mouthfuls of the sweet summer grass, they kicked up clods of the black earth and snuffed its rich scent. It was as though they had never seen these things before, and even now they could hardly believe that it was all their own.

What is the mood of the passage? _____

Why do you feel this way?

3. “Buffalo Dusk” by Carl Sandburg

The buffaloes are gone. / And those who saw the buffaloes are gone. / Those who saw the buffaloes by thousands and how they / pawed the prairie sod into dust with their hoofs, / their great heads down pawing on in a great pageant / of dusk, / Those who saw the buffaloes are gone. / And the buffaloes are gone.

What is the mood of the passage? _____

Why do you feel this way?

4. *The Fall of the House of Usher* by Edgar Allan Poe,

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was --but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. I looked upon the scene before me --upon the mere house, and the simple landscape features of the domain --upon the bleak walls --upon the vacant eye-like windows --upon a few rank sedges --and upon a few white trunks of decayed trees --with an utter depression of soul which I can compare to no earthly sensation. What was it --I paused to think --what was it that so unnerved me in the contemplation of the House of Usher?

What is the mood of the passage? _____

Why do you feel this way?

5. "The Bean Eaters" by Gwendolyn Brooks

They eat beans mostly, this old yellow pair. / Dinner is a casual affair.
Plain chipware on a plain and creaking wood, / Tin flatware.

What is the mood of the passage? _____

Why do you feel this way?

6. Siddhartha by Hermann Hesse

The Buddha went quietly on his way, lost in thought. His peaceful countenance was neither happy nor sad. He seemed to be smiling gently inwardly. With a secret smile, not unlike that of a healthy child, he walked along, peacefully, quietly. He wore his gown and walked along exactly like the other monks, but his face and his step, his peaceful downward glance, his peaceful downward-hanging hand, and every finger of his hand spoke of peace, spoke of completeness, sought nothing, imitated nothing, reflected a continuous quiet, and unfading light, an invulnerable peace.

What is the mood of the passage? _____

Why do you feel this way?

7. My Glider by Jack Prelutsky

My glider is graceful, / my glider is grand, / I launch it aloft / with a flick of my hand.
It smoothly ascends, / then it pauses and swoops, / it hovers in space / and turns intricate loops.

What is the mood of the passage? _____

Why do you feel this way?

Diction and Tone

Learning Goal:

- **RL.9.4:** I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; I can analyze the cumulative impact of specific word choices on meaning and tone.

Video Notes:

What is diction?

Diction: An author's intentional selection of powerful words

- words with an emotional impact
- words with many associations
- words that evoke a response

What are denotation and connotation?

Denotation: A word's literal meaning

Connotations: The emotions, associations, and ideas attached to words

Note: Words can have similar denotations but very different connotations.

Consider the following:

- Would you rather be called *curious* or *nosy*? Why?

Comparison of Denotation and Connotations

- | | |
|--|---|
| <ul style="list-style-type: none">▪ Denotation of <i>curious</i> and <i>nosy</i>: wanting to know more about someone or something | <ul style="list-style-type: none">▪ Connotations of <i>CURIOUS</i>: eager to learn, thirst for knowledge, intelligent▪ Connotations of <i>NOSY</i>: snooping in other people's business, looking at information or eavesdropping when you shouldn't be, sneaky |
|--|---|

What is tone?

- **Tone:** an author or speaker's attitude about a topic, character, situation, etc.

How do you determine tone?

1. Consider the topic of the passage.
2. Examine and highlight the author's powerful word choices, especially patterns in word choices.
3. Consider the words' denotations and connotations
4. Determine the overall attitude based on the combined effect of the words.

1984 Diction & Tone Analysis: Practice #1

Directions: Read the passage and determine the connotations of the pre-selected words. Based on the combined effect of the words and their connotations, determine the overall tone of the passage. Consider how Parsons is characterized by the connotations and overarching tone of Orwell's diction.

Parsons was Winston's fellow-employee at the Ministry of Truth. He was a **fattish** but active man of paralysing stupidity, a mass of **imbecile** enthusiasms — one of those completely unquestioning, devoted drudges on whom, more even than on the Thought Police, the stability of the Party depended. At thirty-five he had just been unwillingly evicted from the Youth League, and before graduating into the Youth League he had managed to stay on in the Spies for a year beyond the statutory age. At the Ministry he was employed in some **subordinate** post for which intelligence was not required, but on the other hand he was a leading figure on the Sports Committee and all the other committees engaged in organizing community hikes, spontaneous demonstrations, savings campaigns, and voluntary activities generally. He would inform you with quiet **pride**, between whiffs of his pipe, that he had put in an appearance at the Community Centre every evening for the past four years. An overpowering smell of sweat, a sort of unconscious testimony to the strenuousness of his life, followed him about wherever he went, and even remained behind him after he had gone.

Word	Denotation	Connotations
imbecile	a very stupid person; an idiot or fool	
fattish	somewhat fat	
subordinate	less important than someone or something else	
pride	a feeling that you are more important or better than other people	

Identify the overarching tone of the passage based on the combined effect of Orwell's diction.

Practice Exercises

Tony's Place is crammed into a tiny building next to the Fine Arts Theater. The owners offer a menu of Italian food. They've got the checkered table clothes, dim lights, and crusty bread. They also know how to make a hearty red sauce. Too bad they use it to drown delicate fish. They also seem to lace everything with truckloads of garlic.

The service needs some work, too. Our waiter didn't know what the specials were. Nor did he think to refill our water glasses before we asked. With a combination of fake-friendly chatter and outright nagging, he made us order, finish up, and clear out. He seemed to see us only as automatic tip machines. The food and low prices bring the customers in the door. The service should not push them out.

1. The tone of the passage is
 - a. sad.
 - b. boastful.
 - c. plain and factual.
 - d. critical, or finds fault.
2. The writer says, "He seemed to see us only as automatic tip machines." The tone of this sentence is
 - a. very serious.
 - b. threatening.
 - c. sympathetic.
 - d. sarcastic.
3. The writer's main purpose is to
 - a. inform the reader.
 - b. caution and entertain the reader.
 - c. flatter the reader.
 - d. sell something to the reader.
4. In which sentence does the author use exaggeration to make a point about the food?
 - a. The owners offer a menu of Italian food.
 - b. They also know how to make a hearty red sauce.
 - c. They also seem to lace everything with truckloads of garlic.
 - d. The food and low prices bring the customers in the door.

Choose the tone word from the box that best describes each item.

a. sympathetic	c. sad	e. irritated
b. straightforward	d. sarcastic	f. threatening

___5. "Please note in your checkbook how much money you spent using your ATM card today."

___6. "Hey, lay off, you don't have to nag me. I was going to do it anyway!"

___7. "When are you going to take the garbage out? Sometime this year, maybe?"

___8. "I know it's been hard. And I appreciate all you are going through right now. If you will just put the receipts on the counter, I will take care of the paperwork for you."

Identify the author's purpose for the following items.

I = to inform

P = to persuade

E = to entertain

9. ___ Cloning human beings should be banned.

10. ___ The best way to survive babysitting a set of triplets is to come armed with plenty of energy, lots of patience, and a first-aid kit.

Purpose

Purpose is the reason an author writes about a topic.

An author writes to share a main idea about a topic. An author's main idea is directly related to the author's purpose. One of the three following purposes will drive a main idea: to inform, to entertain, and to persuade.

- **To inform** – to give information about a subject. Authors with this purpose wish to provide facts that will explain or teach something to readers.
Example: *Pain is a normal part of a physical process that lets us know something is wrong.*
- **To entertain** – to amuse and delight; to appeal to the reader's senses and imagination. Authors with this purpose set out to captivate or interest the audience.
Example: *"Yes, I have gained weight. I weighed only 8 pounds when I was born."*
- **To persuade** – to convince the reader to agree with the author's point of view on a subject. Authors with this purpose may give facts, but their main goal is to argue or prove a point to readers.
Example: *The death penalty is deeply flawed and should be abolished.*

NOTE: An author may have a more specific purpose in mind other than to inform, entertain, or persuade. The following chart shows examples of specific purposes.

General and Specific Purposes		
To inform	To entertain	To persuade
To analyze	To amuse	To argue against
To clarify	To delight	To argue for
To discuss	To frighten	To convince
To establish		To criticize
To explain		To inspire (motivate a change)

To figure out the author's purpose, the reader must consider the main idea, thought pattern, and tone. For example:

Topic Sentence: Spanking must be avoided as a way to discipline due to its long-term negative effects on the child.

Consider what the author is going to write about spanking.

- Is the author going to discuss the disadvantages of spanking?
- Is the author going to argue against spanking as a means of discipline?
- Is the author going to make fun of those who use spanking as a means of discipline?

The tone words 'must' and 'negative' indicate the author's point of view is against spanking. The phrase "long-term effects" indicates that the details will be organized as a list of effects.

We can conclude that the author is going to argue against spanking as a means of discipline.

Name: _____

Identifying Theme

Directions: Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. Katie Clean invited Messy Missy to her house to work on their biology project, but Katie Clean had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking, and Messy Missy is a sloppy eater, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior, but then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After explaining her situation, the teacher allowed Katie to work alone. Messy Missy would have finished the assignment by herself, but she spilled grape soda all over her assignment.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Rolling Stones to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate and Money Mark could find nothing new or exciting in his life. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist, and everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Now she had everything that she had ever dreamed of and she truly loved to share her wealth and happiness with her family who supported her through all of the hard times.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

Creating Your Own Symbol

On the lines below, write down something in your world that bothers you, particularly something that you find unjust.

It bothers me when people feel they have to hide who they really are to avoid being made fun of.

What is an object you could use to represent, or **symbolize**, this injustice? (Use Atticus's saying as a model: "It's a sin to kill a mockingbird.")

I could use a chameleon because chameleons change color to fit their surroundings.

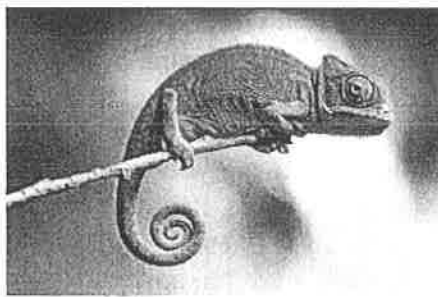
Now, complete the sentence frame to create your own saying:

"It's a sin to turn someone into a chameleon."

In the space below, provide an illustration of your symbol.



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Making Inferences/Drawing Conclusions

Inference: an idea that is suggested by the facts or details in a passage

Conclusion: a decision about what may happen or about the result an event may have

NOTE: Making an inference and drawing a conclusion are very similar skills. Each requires the reader to fill in blanks left out by the author. An author may not include information for several reasons: they may think you already know it, it may not seem important to them, or they may want you to find the result.

How to make an inference or draw a conclusion

- ✓ Observe all the facts, arguments, and information given by the author
- ✓ Consider what you already know from your own experiences
- ✓ When faced with multiple choice answers, determine whether each is true or false based on the information in the passage

The woman waited nervously in line. When the counter was empty, she carefully unloaded her items from her cart. Lines creased her forehead as if to show the calculations ringing up in her head. Finally, the cashier began ringing up the items as the woman clutched her purse.

Inference/conclusion: The woman may not have enough money to cover the cost of her groceries.

- ✓ Think about the facts of the passage and what may result from them
- ✓ Think about causes and effects

The writer may only provide a *list of effects*, so you have to figure out the cause.

The child stood on the sidewalk clenching her ice cream cone. Beads of sweat collected on her little nose as she furiously licked at the ice cream dripping down her hand.

Inference/conclusion: It must be a hot day because her ice cream is melting, and she is sweating.

- ✓ Try saying "If ... then"

If the girl is sweating, then it may be warm outside.

Remember

- Most writing *suggests* more than it says
- By making inferences, you get more from the story
- Conclusions may be missing from the things you read, so you have to draw your own

Inferencing



Inference combining schema and background knowledge with clues provided in the text to form an idea.

Drawing
Conclusions

Character's
Feelings
and Motive

Author and
Me
Questions

Plot,
Theme,
Main
Ideas
IDe

Context
Clues

Name: _____

Inferences Worksheet 6

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. **Explain your answer by referencing the text.**

Miya came out of the bathroom with tears in her eyes. She ran down to the cafeteria and asked the staff if they had any rice. Fortunately for Miya, Ms. Lucille did. Ms. Lucille filled a red plastic cup about half way with white rice grains and handed it to Miya. Miya pulled a damp phone from out of her back pocket and pushed it into the dry rice grains inside of the plastic cup. She sincerely thanked Ms. Lucille and then went back to class. She felt relieved, but she was still a little worried.

1. Why is Miya upset at the beginning of the passage? _____

How do you know this?

2. Why does Miya put her phone in the cup of rice? _____

How do you know this?

3. Why is Miya relieved but still worried at the end of the text? _____

How do you know this?

Otto stuffed the candy bar in his mouth. He lay sprawled on the floor with his back against his bed. Candy wrappers surrounded him. His shirt was caught above his belly button and he had melted chocolate all over his face and hands. "Ugh..." he groaned weakly as he struggled to finish chewing. Suddenly, the front door opened. "Otto, I'm home!" It was his mom. Otto rolled almost gracefully from his sprawled position and began kicking the candy wrappers under his bed. As she walked slowly up the stairs to his room, he managed to get the wrappers under the bed and threw a blanket over them. She opened the door, took one look at his face, and knew.

4. Why does Otto act the way suspiciously when his mom comes home? _____

How do you know this?

5. How did Otto's mom know what he was doing? _____

How do you know this?

Shawn sat in his seat the morning bell rang and released a big yawn. He rubbed his eyes and could feel how baggy they were. He stretched as the teacher took to the front of the class and began talking, "Good morning, students! I'll take attendance while you start working on that test that I promised you." The class let out a collective groan, but Shawn's eyes widened. He began rummaging through his backpack and pulled out a crumpled notebook with some of the cover torn off of it. He frantically rifled through the pages, many of which were filled with just a few words or doodles. The teacher looked directly at Shawn as he said, "OK, class, put your notes away and clear off your desks. It's test time." Shawn began looking around the room frantically. He saw Cassie sitting next to him. Shawn whispered, "Psst... Cassie." She turned to him with a scowl. His eyes pleaded with hers. "Not gonna happen, Shawn," Cassie said at full volume. This startled Shawn and he jumped in his seat. The teacher looked at Shawn again, "No more talking class."

6. Was Shawn up late last night studying for the test? _____

How do you know this?

7. Why does Shawn suddenly liven up when the teacher announces the test? _____

How do you know this?

8. What did Shawn want from Cassie? _____

How do you know this?

Michael was the star quarterback of the football team and he was dating Amanda Barnes, the captain of the cheerleading squad. Everything was going perfectly for them until Michael was seriously injured during one of the last games of the season. The doctors told him that he would probably never play football again and that he would have to wear a large cast on his leg for several months. Amanda stayed really close with Michael immediately after the injury, but then she started to change. She would not visit him often. She would not wait by his locker or help him carry his books to class anymore. Also, he noticed that she was talking more and more with Ken Madsen, the new quarterback. This upset Michael greatly. Then one day Amanda told him that she and Michael needed to have a talk after school. Michael did not like the sound of that.

9. What does Amanda want to talk about with Michael? _____

How do you know this?

10. Why does Amanda want to have this talk? _____

How do you know this?

Sample Essay of Argumentation

In the following essay, Sarah King argues that standardized exit exams do not fully measure what a student has learned. She uses quotations, paraphrases, and analyses to build her argument.

An Incomplete Picture

The exit exam is coming, and like many other high-school students, I wonder if it is the best way to prove that I deserve to graduate. Teachers have warned us about this test, saying our futures depend on it. Politicians have praised the test for making sure that no child gets “left behind.” However, many professional educators feel that exit exams show which students have crammed rather than which students have learned. I have to agree. **We need to consider better ways to measure student abilities than the current exit exam.**

The main problem with the exit exam is that it is an objective test, with true-false, multiple-choice, matching, and fill-in-the-blank questions. As a result, teachers prep their classes by teaching strategies for answering these kinds of questions. Students who score well often know more about test strategy than about the material covered. In his paper “The Case for Authentic Assessment,” educator Grant Wiggins writes, “What most defenders of traditional tests fail to see is that it is the form, not the content of the test that is harmful to learning . . . students come to believe that learning is cramming” (3). Wiggins feels that “authentic assessment” is a more realistic way to evaluate learning.

What is authentic assessment, and how can our exit exam be changed to include it? Authentic assessment requires students to demonstrate knowledge by doing something “real” rather than by simply answering questions. For example, according to the Center on Education Policy, many state tests ask students to write an essay in response to a prompt. The essay is a form of authentic assessment, and it gives a more complete picture of the student’s ability to think and write. However, writing an essay on demand is still a somewhat artificial exercise, and it adds a great deal of cost and time to the grading process.

Is there a form of authentic assessment that would show true student ability without costing the state a lot of time and money? Many educators suggest using portfolios. A portfolio is a collection of work that shows how well a student has learned certain concepts and skills. For example, a writing portfolio can include a student’s expository, persuasive, and narrative essays. A science portfolio can include experiments, demonstrations, and presentations.

The writer outlines other opinions before stating her own.

The writer quotes and paraphrases what others have written in order to support her argument.

The writer anticipates the reader’s questions and uses them to build her argument.

The writer provides thoughtful analysis.

As an assessment tool, portfolios have many benefits over exit exams. Portfolios allow students to create real products over an extended period of time. They also provide many assessment opportunities throughout the process. Since the grading is done by the teacher throughout the year instead of by the state at one particular time, the portfolio does not require a lot more time and money. The skill of putting together a portfolio can help students apply for colleges and for jobs. Portfolios also encourage students to demonstrate their ability in many different media.

Some schools would suggest an even more radical form of authentic assessment. Walden III, an alternative school operating in Wisconsin since the early 1970s, outlines its basic ideas on its Web site:

- Assessments are based on “benchmark” standards that students must achieve;
- assessments are individualized for each student;
- rigorous research is expected; and
- each student must complete a major project, called a “rite of passage,” in order to graduate. (Mission)

At a school like this, assessment isn't something done on one Thursday morning during the student's senior year, but all through high school.

The writer counters objections to her opinion.

Of course, authentic assessment has its critics. Some people say that it doesn't provide precise statistics about which students and districts are doing better than others. While objective tests provide these statistics, it's debatable whether these tests really show knowledge and ability. Other people claim that authentic assessments are more expensive and harder to manage than traditional tests. This is true only if the state tries to shoulder the whole load. Instead, by trusting the assessments done by the teachers who are already assigning and grading the students' works, the state doesn't need to do any of the paper shuffling.

The closing reviews the writer's main points.

Our state needs to rethink its assessment policy. While objective tests can be useful, they aren't a fair basis for deciding whether students can graduate from high school. Even worse, if succeeding on traditional tests becomes the only focus of schools, students will be less prepared to function in the real world. The state should consider adding an essay to provide some authentic assessment. Better yet, the state should ditch the exam format altogether and use student portfolios. Then teachers and students can stop cramming and start learning. ■

SAMPLE ARGUMENTATIVE ESSAY

Background
Information: who, what,
when, how, where, etc

HOOK: interesting sentence that grabs the reader's attention.

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Last month, my father was rushed to the hospital with a heart attack at 9am.

Everybody was worried that he wasn't going to live. They took him to Memorial Hospital, where he had several more heart attacks. My mom tried to call the school all morning to get in touch with me, but the phones were busy every time she tried.

I was in biology dissecting frogs while my father was dying. Schools should rethink the ban on cell phones since this is the major way that parents communicate with their children.

Why?

THESIS: what you want your audience to do or believe. This is what the entire essay will be about. The MOST important part of your essay!!!

Because ...

Supporting
Point #1

Evidence

Safety is the major concern of parents who want their children to be able to contact them quickly and easily should they find themselves in a perilous situation. As Julian Sanchez points out in his article *Safety is a Major Concern*, "At other times, parents need to contact children because of a change of plans. This happens particularly in families where both parents work, or where the parents have separated." This shows how sometimes parents need to get in touch with children to let them know that they have to go somewhere else after school.

How evidence
is persuasive

Because...

Supporting
Point #2

Evidence

There are many situations, particularly here in California, where children might be potentially in danger and could use the phone to get help. For example, Jason Lee says that "If we had an earthquake or a lockdown, it would be important to contact someone beyond the school without having to go to the office. Or imagine the worse case scenario, a hostage situation, a terrorist situation, or another Columbine. In New York on 9/11, victims were able to communicate with families for the last time on their cell phones. What if they had kept to the rules and observed the ban on cell phone use on planes? We would never have known what happened on the flight.

How evidence
is persuasive

Because...

Supporting Point #3

Everyone carries a cell phone these days with him or her. Kids will still bring their phones regardless of the ban.

Joel Murano, a California high school principal estimates

Evidence

that, "70 percent of the kids in his school had phones."

I believe cell phones are necessary

for students and think administrators should allow them under certain rules. For example,

they should be off during class time and only be used at lunch and after school. Students

How evidence is persuasive

Counter-argument: Statement against your thesis to show understand reasons to oppose it

phones should be confiscated if they are used during class.

I know that there are good

reasons for the cell phone ban, such as students using them to cheat on tests. Another

reason is that they can be used to organize illegal activities such as fights, or truancy.

But, cheating, fighting and truancy have been going on for much longer than students have had

cell phones. Kids will always find a way to communicate about these things.

Rebuttal: this is how you make your point again and make the thesis stronger

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My father is back at home now but he won't be back at work for several more months. Since parents are so concerned about our safety, California is an active earthquake state, and almost everyone has a cell phone these days, I can't imagine how I would feel if he had died and I wasn't at the hospital with my family. Having a cell phone means that I can be contacted in an emergency such as this. I understand, as do my friends, that this is a privilege that can be taken away and we won't abuse it. But the school system must trust us—otherwise how can we keep ourselves safe?

Restate your thesis and supporting points in other words

SO WHAT? → Why is your essay important to readers? Why should do/believe what your thesis says?

Sample Argumentative Essay

Introduction

Italicized = Attention Getter / Context = Underlined / Thesis Statement = Bold

Your grandmother's birthday is tomorrow. Option one: handwrite a thoughtful note, write out the address on an envelope, remember to use a stamp, and mail your grandma her birthday card. Option two: get on Facebook, go to your grandma's page, and write, "Happy birthday!" on her wall. Which seems more appealing? Which would she probably prefer? The answers to these questions shed light on how social media sites like Facebook and Twitter are changing the way people interact with one another. Many argue that these changes are for the better: We can now get in touch with friends and family in a matter of seconds, we can read our favorite stars' Twitter feeds to find out what they had for breakfast, or we can post pictures of our latest adventures. Are these changes actually improving the way we live? **Ultimately, Americans' use of social media is disintegrating social customs, creating a lazier, more distracted society, and making it easier for sexual predators to prey on children.**

Body (Claim)

Normal = Transition / Bolded = Topic Sentence / Underlined = Evidence / Italicized = Elaboration

Why is a handwritten card infinitely more appealing than a Facebook message? It takes time and thought. **However, many messages are sent every day without these two important elements, and the result is a more socially inept America.** Teenagers are asking each other out on Twitter. Arguments between friends and relatives are being hashed out on Facebook. According to a 2012 Pew Internet report, "15% of adult social network users had an experience on a social networking site that caused a relationship to end" ("Social Networking Sites"). *How can this be? It is not hard to figure out. An important element of any face-to-face discussion is*

tone, and this is precisely what is lost on social networking sites. "Sorry, my bad" can be interpreted as either sincere or sarcastic. On the Internet, tone is often misinterpreted, which leads to arguments. Most importantly, these social interaction skills can't just be turned on and off when needed. Having conversations, reading facial expressions, making eye contact, and interpreting tone have to be practiced and refined through repetition. If everyone abandons face-to-face dialogue, America will become a society that interacts solely through machines.

Body (Counterclaim/Rebuttal)

Bold = Topic Sentence / Underline = Counterclaim / Italicized = Rebuttal

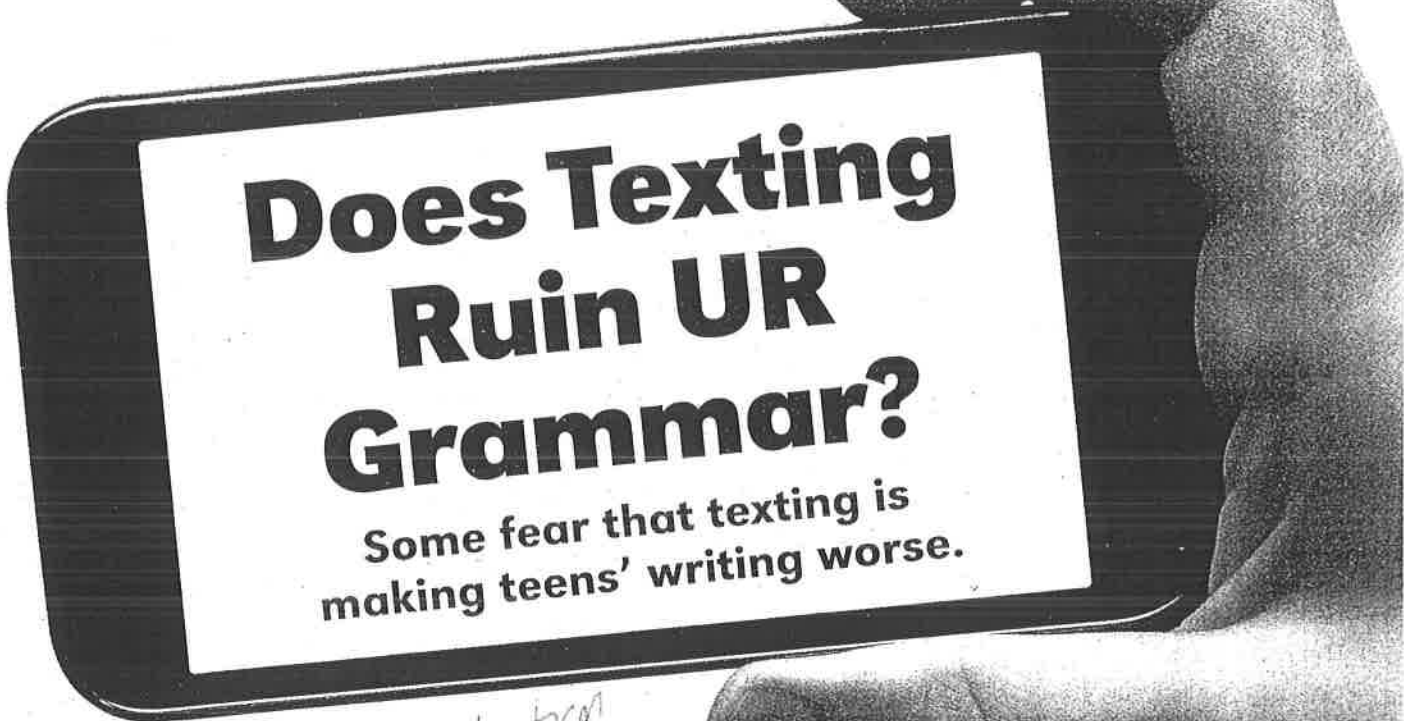
On the other hand, some connections made through social media lead to happily-ever-afters. More and more romantic relationships begin online. Websites like eHarmony, match.com, Christian Mingle, and JDate allow individuals to connect with potential partners from the safety of their own homes. *While these relationships don't begin with face-to-face encounters, they can sometimes flourish into meaningful and lasting unions. Nevertheless, more and more people rely on their devices to connect with others. We risk losing the art of live conversation because we are "married" to our machines.*

Conclusion

Normal = Transition / Bolded = Restated Thesis Statement / Italicized = Synthesis / Underlined = Extension

Obviously, social media has many benefits. Professional social media sites allow businesspeople to collaborate and share projects more easily than ever. Distant relatives can see pictures of their grandchildren every day thanks to camera-happy mothers. High school friends who live on opposite sides of the country can reminisce about the good old days via Facebook chat. **In many ways, these media sites keep us connected; however, they seem to do more harm than good.** *American citizens are losing the art of conversation, as family members are*

spending more face time with their electronic devices than they are with each other. These sites create a less productive America by tempting us to waste time. And unfortunately, social media sites, such as Facebook, provide thousands of sexual predators the opportunity to masquerade as teenagers and prey on minors. America was once known for being a land of intense work ethic and integrity. If society is not careful, social media sites will destroy that reputation—one click at a time.



Does Texting Ruin UR Grammar?

Some fear that texting is making teens' writing worse.

"Cnt w8 2 C U 2day!"

attention getter

The average teen sends about 60 text messages per day. To save space, many teens use slang like "LOL" (laughing out loud), "BRB" (be right back), or "l8tr" (later). Texts often contain incomplete sentences, misspelled words, and abbreviations (like "cuz" instead of "because").

Some people worry that teens are ruining their grammar by spending so much time writing slang-filled texts. One study found that students did worse on grammar exams if they had just received a text. And 64 percent

of teens say they use "text speak" in classroom writing assignments.

But others argue that people who write regularly have larger vocabularies—even if they are just writing text messages. Teen texters spend time thinking about how to express ideas in writing. That might actually improve their grammar. And other studies show that teens are able to easily switch back and forth between text slang and normal writing.

READ BOTH SIDES OF THE DEBATE AND DECIDE.

Vote Online!
www.scholastic.com/actionmag

YES Texting does ruin your grammar. Here's why:

- Texts are filled with sentence fragments, abbreviations, and errors in grammar.
- Many teens say they use texting terms when they write school assignments.
- In one study, students did worse on grammar exams after receiving a text.

NO Texting doesn't ruin your grammar. Here's why:

- Most teens know how to switch between texting slang and regular writing.
- People who write a lot have larger vocabularies, even people who text.
- Writing takes practice. Teens who text are practicing all the time.

(claim)

(counter claim)

Thesis

Support

Pick a side for your opinion

refute

Here is a sample of the first page of a paper in MLA style from Purdue Online Writing Lab!!!!

Carlin 1

Deth Carlin
Professor Elaine Bassett
English 105
3 August, 2009

Andrew Carnegie: The Father of Middle-Class America

Poor doesn't mean you can't help but love the real-headed, fun-loving, Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class who gained their wealth simply by inheritance ("Riches"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and cleaved to prosperity.

Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves;" he later turned this proverb into "watch the cents, and the profits take care of themselves" ("Riches"). Such thrift was integral to his future success. He also believed that "all is well since all goes better" ("Riches"). His theory

Your last name and page number should be in the upper right hand corner of each page.

Heading should go in upper left hand corner: your first and last name, your teacher's name, the course title, and the date using MLA format.

An appropriate and, possibly, memorable title should be centered.

The First Page of an MLA Paper

In-Text Citations

- Remember to use in text citations for **ALL** information you use in your paper. Below you will see how your in-text citations correspond to your works cited. Go to <https://owl.english.purdue.edu/owl/> for more guidelines.

Example of In-text Citation to Works Cited:

Lead in to direct quotations with an introductory statement—a signal phrase.

include title and author in signal phrase
 In *Children with Disabilities*, Mark Batshaw, a child psychologist and educator, writes, "The effects of long-term smoking are not always physical" (13).

OR

Throughout the book *Children with Disabilities*, Mark Batshaw discusses the "long-term effects of smoking."

The period goes inside the quotation marks if there is not a parenthetical.

Basic parenthetical citation: (author page number)

OR use parenthetical citation

"The effects of long-term smoking are not always physical" (Batshaw 13).

A period goes at the end of the citation when there is a parenthetical.

Note: The first item in works cited entry should always be used in in-text citation.

Works Cited

Batshaw, Mark L. *Children with Disabilities*. Baltimore: Paul H. Brookes Publishing Co, 1997.

Title of Work Cited is centered at top of page

Works Cited

Batshaw, Mark L. *Children with Disabilities*. Baltimore: Paul H. Brookes Publishing Co, 1997.

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Entries in Works Cited are listed alphabetically.

2nd and subsequent lines in the same entry are indented. 1st line is at left margin, not indented.

Works cited in correct format – Remember to use a hanging indent when an entry takes two lines and double space entire page.

“The Man in the Arena”
Orated by Theodore Roosevelt
April 23, 1910
The Sorbonne, Paris, France

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.

To judge a man merely by success is an abhorrent wrong; and if the people at large habitually so judge men, if they grow to condone wickedness because the wicked man triumphs, they show their inability to understand that in the last analysis free institutions rest upon the character of citizenship, and that by such admiration of evil they prove themselves unfit for liberty. .. Good citizenship is not good citizenship if only exhibited in the home. There remains the duties of the individual in relation to the State, and these duties are none too easy under the conditions which exist where the effort is made to carry on the free government in a complex industrial civilization.

We should not say that men are equal where they are not equal, nor proceed upon the assumption that there is an equality where it does not exist; but we should strive to bring about a measurable equality, at least to the extent of preventing the inequality which is due to force or fraud. Abraham Lincoln, a man of the plain people, blood of their blood, and bone of their bone, who all his life toiled and wrought and suffered for them, at the end died for them, who always strove to represent them, who would never tell an untruth to or for them, spoke of the doctrine of equality with his usual mixture of idealism and sound common sense. He said (I omit what was of merely local significance):

"I think the authors of the Declaration of Independence intended to include all men, but they did not mean to declare all men equal in all respects. They did not mean to say all men were equal in color, size, intellect, moral development or social capacity. They defined with tolerable distinctness in what they did consider all men created equal-equal in certain inalienable rights, among which are life, liberty and pursuit of happiness. This they said, and this they meant. They did not mean to assert the obvious untruth that all were actually enjoying that equality, or yet that they were about to confer it immediately upon them. They meant to set up a standard maxim for free society which should be familiar to all - constantly looked to, constantly labored for, and, even though never perfectly attained, constantly approximated, and thereby constantly spreading and deepening its influence, and augmenting the happiness and value of life to all people, everywhere."

The good citizen will demand liberty for himself, and as a matter of pride he will see to it that others receive liberty which he thus claims as his own. Probably the best test of true love of liberty in any country is the way in which minorities are treated in that country. Not only should there be complete liberty in matters of religion and opinion, but complete liberty for each man to lead his life as he desires, provided only that in so he does not wrong his neighbor.

In a republic, to be successful we must learn to combine intensity of conviction with a broad tolerance of difference of conviction. Wide differences of opinion in matters of religious, political, and social belief must exist if conscience and intellect alike are not be stunted, if there is to be room for healthy growth. Bitter internecine hatreds, based on such differences, are signs, not of earnestness of belief, but of that fanaticism which, whether religious or antireligious, democratic or antidemocratic, is itself but a manifestation of the gloomy bigotry which has been the chief factor in the downfall of so many, many nations.