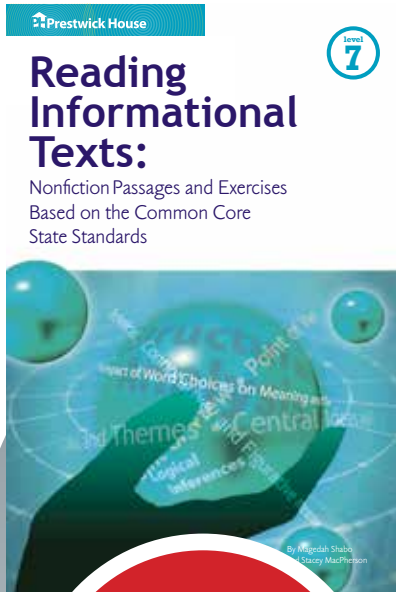




Reading Informational Texts:

Nonfiction Passages and Exercises Based on the Common Core State Standards

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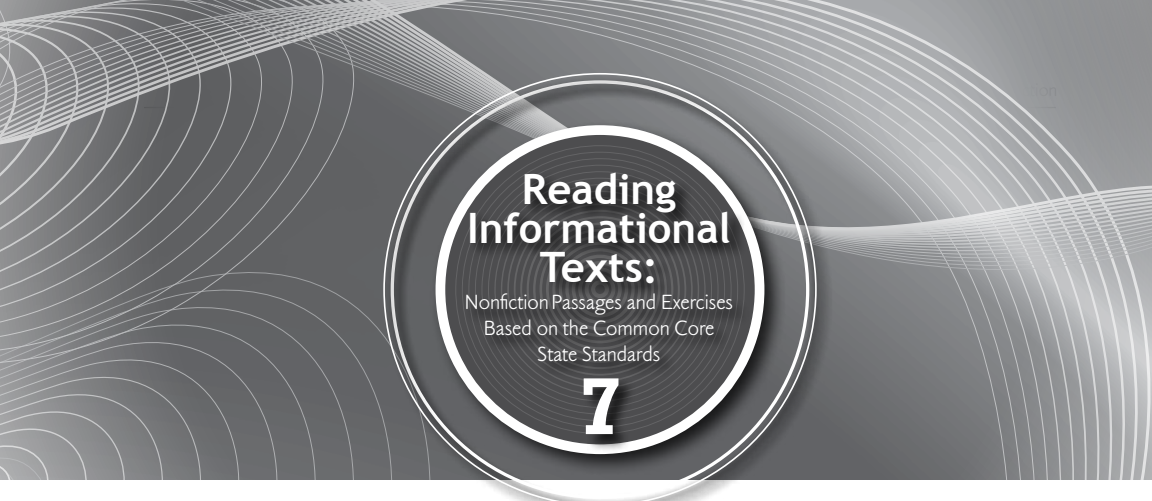
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The sub-committee met. Jefferson proposed to me to make the draught I said, "I will not."

"You should do it."

"Oh! no."

"Why will you not? You ought do it."

"I will not."

"Why?"

"Reasons enough."

"What can be your reasons?"

"Reason first—You are a Virginian, and a Virginian ought to appear at the head of this business. Reason second—I am obnoxious, suspected, and unpopular. You are much otherwise. Reason third—You can write ten times better than I can."

"Well," said Jefferson, "if you are decided, I will do as well as I can."

"Very well. When you have drawn it up, we will have a meeting."

A meeting we accordingly had, and **conned** the paper over. I was delighted with its high tone and the flights of **oratory** with which it abounded, especially that concerning negro slavery, which, though I knew his Southern brethren would never suffer to pass in Congress, I certainly never would oppose. There were other expressions which I would not have inserted, if I had drawn it, particularly that which called the King a tyrant. I thought this too personal. I never believed George to be a tyrant in disposition and in nature; I always believed him to be deceived by his

What is Adams's persuasive goal in this dialogue with Jefferson? Does he provide a sound argument for his position? Explain your answer.

Adams says that calling King George III a tyrant would be "too personal." He also says that it was "too passionate, and too much like scolding, for so grave and solemn a document." In your own words, explain why Adams might have wanted to avoid making personal accusations and coming across as "passionate." Evaluate Adams's opinion on this issue.



EXERCISES

Short-Answer Questions

Answer each of the following questions in a few sentences, based on the text you have just read. Briefly explain each of your answers.

1. What is John Adams's goal or purpose in writing this letter to Timothy Pickering? For example, what main question did Pickering have that Adams answers here?

2. What can you gather about Jefferson's personality from Adams's letter? How did Adams himself feel towards Jefferson, according to the letter?

3. What was Adams's overall response to Jefferson's draft of the Declaration? Which part of the draft did Adams disagree with, and why?



VOCABULARY

Note: All definitions are based on the context in which the term is used in this reading selection.

accelerate: to cause to move more quickly

amateur: nonprofessional

amplified: increased

cauterize: to burn for the purpose of destroying damaged tissue

coherent (light): light whose electromagnetic waves maintain a fixed relationship over time and space

decoys: items intended to lure or distract from what is being sought

lathe: a machine used in the shaping of wood or metal

modulate: to adjust or change

prototype: an early, test model of a product

simultaneous: occurring at the same time

submerged: placed under water

synthetic: created from different materials; not natural

uncanny: strange; mysterious; seemingly unnatural

Why might Keller use this technique of facial reading only with close friends?

goes quickly to her friend's face to see, as she says, "the twist of the mouth." In this way she is able to get the meaning of those half sentences which we complete unconsciously from the tone of the voice or the twinkle of the eye.

Her memory of people is remarkable. She remembers the grasp of fingers she has held before, all the characteristic tightening of the muscles that makes one person's handshake different from that of another.

The trait most characteristic, perhaps, of Miss Keller (and also of Miss Sullivan) is humour. Skill in the use of words and her habit of playing with them make her ready with **mots** and **epigrams**. Some one asked her if she liked to study. "Yes," she replied, "but I like to play also, and I feel sometimes as if I were a music box with all the play shut up inside me."

What can the reader learn about Keller's personality, interests, and abilities from this interaction with Dr. Furness?

When she met Dr. Furness, the Shakespearean scholar, he warned her not to let the college professors tell her too many assumed facts about the life of Shakespeare; all we know, he said, is that Shakespeare was baptized, married, and died. "Well," she replied, "he seems to have done all the essential things."

Once a friend who was learning the **manual** alphabet kept making "g," which is like the hand of a sign-post, for "h," which is made with two fingers extended. Finally Miss Keller told him to "fire both barrels."

Gilmore describes Keller's sense of humor as a kind of courage. Explain the relationship between these two concepts. How is Keller's sense of humor related to courage?

Mr. Joseph Jefferson was once explaining to Miss Keller what the bumps on her head meant. "That," he said, "is your prize-fighting bump." "I never fight," she replied, "except against difficulties." Miss Keller's humour is that deeper kind of humour which is courage.

3. Macy writes at length about Keller's courage and perseverance. What examples does he give to illustrate these particular traits? Quote at least two examples from the text.

4. How does Macy explain Keller's ability to understand sign language if she cannot see the hands of the person who is signing to her? How is Keller able to sense another person's facial expressions despite her blindness?



INTRODUCTION

Up from Slavery

Up from Slavery is an autobiographical account of Booker T. Washington's life. It was originally published in 1901, when Washington was forty-five years old. In this book, the famous African American leader gives a narrative of his life, beginning with his childhood experience of slavery. The excerpt provided here, titled, "A Slave Among Slaves," is the first chapter of Washington's autobiography.

Booker T. Washington

Booker Taliaferro Washington was born in 1856, in Hale's Ford, Virginia, where he lived as a slave until the end of the Civil War. At the time of his emancipation, the nine-year-old Washington was put to work in coal and salt mines to help provide for his destitute family. As a teenager, he enrolled in the Hampton Normal and Agricultural Institute, where he would eventually teach.

At only twenty-five years of age, Washington was asked to head the newly founded Tuskegee Institute, a school established to educate African Americans to be teachers. He would dedicate the rest of his life to his position at the university, fulfilling a lifelong dream of helping to make education accessible to African Americans.

Through his speaking tours, which were organized to raise funds for Tuskegee, Washington and his accomplishments gained nationwide recognition. He was granted honorary advanced degrees by Harvard and Dartmouth and became the first African American to attend a formal dinner at the White House. In 1895, Washington was invited to speak at the Cotton States and International Exposition in Atlanta. His address was received enthusiastically by blacks and whites alike at the time, but it would later be sharply condemned; many critics, including former supporter W.E.B. Du Bois, considered Washington's speech too accepting of segregation and social inequity. Washington remains a controversial figure, considered an accommodationist by some, and a clever diplomat by others.

like suddenly turning a youth of ten or twelve years out into the world to provide for himself. In a few hours the great questions with which the Anglo-Saxon race had been grappling for centuries had been thrown upon these people to be solved. These were the questions of a home, a living, the rearing of children, education, citizenship, and the establishment and support of churches. Was it any wonder that within a few hours the wild rejoicing ceased and a feeling of deep gloom seemed to **pervade** the slave quarters? To some it seemed that, now that they were in actual possession of it, freedom was a more serious thing than they had expected to find it. Some of the slaves were seventy or eighty years old; their best days were gone. They had no strength with which to earn a living in a strange place and among strange people, even if they had been sure where to find a new place of **abode**. To this class the problem seemed especially hard. Besides, deep down in their hearts there was a strange and peculiar attachment to “old Marster” and “old Missus,” and to their children, which they found it hard to think of breaking off. With these they had spent in some cases nearly a half-century, and it was no light thing to think of parting.

The chapter ends with slaves discussing their futures with their former owners. What feeling does this create in the reader, and why might Washington have chosen to create this feeling in his readers?

Gradually, one by one, **stealthily** at first, the older slaves began to wander from the slave quarters back to the “big house” to have a whispered conversation with their former owners as to the future.