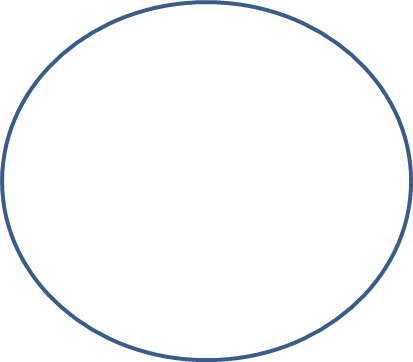
STATION 1: EARLY AMERICAN INFO

Use your textbook to find the answers to the following questions/prompts

1. What were some of the beliefs of the Puritans?
2. What are the characteristics of Enlightenment beliefs vs Puritan beliefs?
3. Create a short summary of the biographical information presented about Thomas Paine ().
4. Create a short summary of the biographical information presented about Patrick Henry ().
5. Create a short summary of the biographical information presented about Phillis Wheatley
6. Create a short summary of the biographical information presented about Thomas Jefferson
7. What ideas from the Enlightenment influenced writers of the American Revolution?
8. How did Revolutionary writers distribute their writings?

Draw a Venn Diagram showing the difference between the Puritans and Enlightenment thinkers with in this Diagram Place Paine, Henry, Wheatley, Jefferson in their perspective time frame.



Station Two: Rhetoric Terminology

TERMS: Define the following and create your own example of each

Claim

Grounds

Warrant

Backing

Counterargument/Refutation

Parallelism

Rhetorical question

Antithesis

Repetition

Identify each of the following as ethos, pathos or logos

1. "My three decades of experience in public service, my tireless commitment to the people of this community, and my willingness to reach across the aisle and cooperate with the opposition, make me the ideal candidate for your mayor."

2. "After years of this type of disrespect from your boss, countless hours wasted, birthdays missed… it’s time that you took a stand."

3. "Better men than us have fought and died to preserve this great nation. Now is our turn to return the favor. For God and country, gentlemen!"

4. "You know me – I’ve taught Sunday School at your church for years, babysat your children, and served as a playground director for many summers."

5. "You don’t need to jump off a bridge to know that it’s a bad idea. Why then would you need to try drugs to know if they’re damaging? That’s plain nonsense."

**Station 3 Atticus Finch: RHETORIC ANALYSIS**

Answer the following questions using your Atticus Finch speech.

1. Which of the following descriptive details most clearly place this speech in its historical context?  
a. witnesses, State, sheriff c. God, duty, time-honored

b. negro, old uncle, around our women d. pity, victim, cruel

2. Which quote could be viewed as an example of anti-thesis?

a. “This case should never have come to trial” (1). c. “She tempted a negro” (13)

b. “I have nothing but pity in my heart” (7). d. “All negroes lie; all negroes are basically immoral” (18-19).

3. Which quote is an example of parallelism?

a. “all negroes lie; all negroes are basically immoral; all negro men are not to be trusted” (17-19).

b. “And so, a quiet, humble, respectable negro, who has had the unmitigated temerity” (21).

c. “Now, I am confident that you gentlemen will review without passion the evidence” (25).

d. “The witnesses for the State, with the exception of the sheriff of Lincoln County” (16).

4. Which of the following lines contains an allusion?

a. “In the name of God, do your duty” (27) c. “The defendant is not guilty” (22)

b. “She tempted a negro” (13) d. “In our courts, all men are created equal” (23)

5. Which statement supports Atticus’ claim that Tom is not guilty?

a. “She was white and she tempted a negro” (13)

b. “In this country our courts are the great levelers (23)

c. “She is the victim of cruel poverty” (7)

d. “Mayella Ewell was beaten savagely by someone who led . . . with his left” (4-5)

6. Which persuasive appeal does Atticus use in the opening paragraph?

a. logos c. pathos

b. ethos d. Legos

7. What claim does Atticus make in lines 25-26?

a. The jury are dishonest men c. The jury will do their job

b. Tom is respectable d. Mayella Ewell was beaten by her father

8. What persuasive technique does Atticus use in the last line (line 27)?

a. logos c. pathos

b. ethos d. Cheerios

**STATION 4: Thomas Paine “The Crisis”**

1. What times are these? Why do they “try men’s souls” (1)?

2. How does Paine positively describe the soldiers in the opening paragraph?

3. Paine uses parallelism in lines 5-6. Identify and analyze its effect.

4. What counterargument does Paine acknowledge (and more or less ignore) in lines 13-14?

5. Paine makes his religious beliefs clear in this opening paragraph. What are they? How does his stated beliefs conform to what we know of Enlightenment thought? (Lines 22-30 further elucidate his religious beliefs.)

6. In lines 47-49, what is the effect of Paine’s use of parallelism?

7. Lines 57-59 demonstrate what Enlightenment principle of equality? How, then, does he justify America’s war? What analogy does he use?

8. “There are cases which cannot be overdone by language” (79). How does this mirror Henry’s argument from “The Speech in the Virginia Convention”?

9. Rhetorical triangle. *The Crisis*. T. Paine. Words.

Station 5: Declaration of Independence

**Read the first, second and final two paragraphs of Jefferson's document and answer the questions that follow.**

1. In the first paragraph, Jefferson states that

a. the enemies of the American people will be dealt with by God.

b. the reasons that the Americans are separating from the English need to be firmly established.

c. America is declaring war on the British and will assassinate the king.

d. the Americans are willing to work with the British government to sort out their differences.

2. The use of the word “impel” in line 5 suggest a tone of

a. impatience. c. anger.

b. urgency. d. indifference.

3. Which of the following best explains Jefferson’s main claim in the second paragraph?

a. Men are born with certain liberties that cannot and should not be denied

b. The British government does not have more power than “the Creator”

c. A government should not have any power over its citizens

d. America will be a country founded on religiously informed morals

4. Jefferson assumes that his audience will agree with him that “the Creator” (or God) has given human being certain rights. In assuming that his audience will share this belief, Jefferson is using

a. ethos. c. logos.

b. pathos.

5. When do the people have the right to “alter or abolish” a government (12)?

a. When it hasn’t been freely elected c. When it doesn’t provide free health care

b. When it declares war on another country d. When it violates basic human rights

6. What diction choice confirms Jefferson’s negative opinion of the British government?

a. “prudence” (15) c. “evinces” (20)

b. “transient” (16) d. “despotism” (21)

Lines 28-90 clearly outline the specific violations of human law that King George and the British government have committed. You can skip them but know that some of those violations include: The King is a jerk!; the King totally passed some bogus laws!; like, where are our judges, man?; those troops the King let into my house? That’s not cool!; and a bunch of other stuff. Begin reading again on line 91.

7. The repetition and parallel structure of lines 95-99 (the sentences that begin “We have”) emphasize the fact that the American rebels

a. are being treated badly. c. have no common cause to unite them.

b. have tried to find a peaceful solution. d. dislike everything about the British.

8. “[E]nemies in war, in peace friends” (104) is most clearly an example of

a. a rhetorical question. c. a metaphor.

b. repetition. d. antithesis.

9. By using diction choices like “brethren” (95) (meaning “brothers”) and “consanguity” (102) (meaning shared ancestry) in referring to the British, Jefferson is most clearly establishing that he

a. feels the British are his natural born enemies.

b. believes there will never be a reconciliation between America and Britain.

c. understands that the British and Americans have a lot in common.

d. hopes that he’ll never meet a British citizen again!

10. Which of the following lines suggests that the newly established American government will soon declare war on Britain?

a. 105 c. 112

b. 107 d. 116

Station 7:

Argument #1

INDIANAPOLIS — Southwest Indiana is a long way from the U.S.-Mexico border, but the area recently became a hot spot of undocumented children from Mexico and Central America who snuck their way into the country.From 2004 to 2010, the federal government hired a privately owned youth jail center in Vincennes, Indiana, to house immigrant children. It was meant to hold the children considered the most dangerous.These children arrived at the Southwest Indiana Regional Youth Village after being identified at the border because of tattoos or suspicion of drug use and other offenses in their home countries. Others had caused trouble or run away from less secure holding centers in the United States. A few had U.S. police records.As the director of the Immigration Clinic of Indiana University's school of law, I traveled to Vincennes with volunteer law school students. We went to provide legal assistance to these kids

The federal government helped pay for the Immigration Clinic students and me to give "Know Your Rights" presentations to the children. We explained to them their legal rights and what they could expect once they went to immigration court.Children — like adults — have no legal right to government-provided attorneys in immigration proceedings. As a result, we interviewed the children to match strong cases with volunteer attorneys.We found children fleeing domestic abuse, gang violence and drugs. Some were raped and mistreated in other U.S. holding centers.These children were eligible for U.S. government protection in the form of asylum and other special visas. The visas, which grant them permission to stay in the U.S., are for abandoned children and victims of crime and human trafficking. Many children have been trafficked from their homes to other places and forced to work. Many were reunited with family in the United States. Others went home voluntarily. Some were deported.

## SWAT Team At Protest

At one point, the immigrant children in Vincennes staged a peaceful sit-down to protest the conditions in which they were held. The local Knox County SWAT team was called in with riot gear, billy clubs and a police dog. Children were subject to lockdown, solitary confinement and other abuse.When they told IU's law school students of the holding center's bad treatment, we notified the federal government, which took immediate action. Shortly thereafter, the privately owned center stopped housing immigrant children.The federal treatment of today's immigrant children is like what happened at Vincennes, although on a much larger scale.The violence in Central America is increasing because the U.S. keeps buying illegal drugs and guns from there. Children are gathering along the border. Volunteer attorneys are being recruited to travel to these sites to deliver "Know Your Rights" presentations and individually screen children. Privately paid attorneys and those offering their services for free are representing children reunited with families throughout the country.U.S. immigration and refugee law protects survivors of violence and persecution. Attorneys, law school students and other volunteers are now stepping up and coordinating their services with the federal government.

## Protecting The Children

Certainly, it is not a perfect system. But the Obama administration continues to demonstrate a commitment to protecting undocumented children within today's political and legal limits.Part of that effort includes figuring out whether children in Honduras should count as refugees. Individuals fearing persecution throughout the world have had the right to seek refugee status at U.S. embassies because of the Refugee Act of 1980.These laws are built upon our historical protection of persons and acceptance of international agreements passed in the wake of World War II.Not every child should be allowed to stay. But turning children away at gunpoint does not match with law and practice. Our youngest immigrants must continue to have their legal rights protected, provided visas when justified, and sent back home safely as necessary.

**Argument # 2**

Try as he might, President Obama cannot escape responsibility for the disaster at the U.S. southwest border. It's been caused, in part, by his administration's mismanagement.Until Congress returns next month, he should use the tools he has to secure the border and to discourage illegal crossings. One can only hope that he will not take actions on his own that might make matters worse.The president has been trying to walk a fine line. He wants to keep Latino leaders who support him happy, while at the same time convincing Central Americans not to start the perilous journey north. Although compassionate talk about immigrants is good politics, it is not good policy.After all, the current crisis has been stoked by loose talk in Washington about a possible "amnesty" of illegal immigrants. Obama's 2012 decision to suspend deportation of youth with long-standing ties to the United States got people first talking about an amnesty that would pardon immigrants who crossed illegally. News that young children arriving at the border were being released until their hearings only increased the chatter.

During a visit to Washington last month, Honduran President Juan Orlando Hernandez blamed the unclear understanding of U.S. border enforcement for helping encourage people to rush across the U.S. border. It is part of what he calls the "pull factor."Hernandez also explained the push factor: drug violence that creates insecurity and deadly street gangs preying on youth in his country and neighboring El Salvador and Guatemala. Unfortunately, these are poor nations with governments unable or unwilling to deal with these challenges.Immigrant supporters assert that more than half of those arriving recently have legitimate claims that require a hearing under U.S. and international law to determine if they qualify as refugees .That is contradicted by a Border Patrol survey in May that found that nearly all of those interviewed made the trek because of recent rumors of weak border enforcement. According to sources in Central America, so-called "coyotes" — criminals who make their living smuggling people — have been advertising weak U.S. border enforcement to drum up business.

In 2008, a law was passed to prevent human trafficking, a crime in which people are taken from their homes and forced to work elsewhere, usually in another country. Part of the initial problem in responding to the border crisis was the Obama administration's too broad use of that law. It requires a complicated hearing to determine if an immigrant should receive protection in the form of asylum, which allows them to stay in the U.S.The current crisis is fueled primarily by smuggling, not trafficking. Border guards should be allowed to use their experience and judgment to screen for authentic refugee or trafficking cases.Of course, real refugees in U.S. territory must be treated lawfully. However, the United Nations should work with local governments to offer relief to refugees in their country of origin. It shouldn't wait for them to run all the way to the U.S. border.One thing that all can agree upon is that no one is better off risking the thousand-mile trek through Mexico. Many migrants are abused, robbed, raped or killed along the journey.If the appearance of weak enforcement lures people to risk life and limb that must change immediately. Republicans made these arguments while crafting a tough measure. It would strengthen border enforcement, make it easier to deport new arrivals and send a clear signal that the border is being secured.

Although the president initially talked tough on border enforcement, his political advisers apparently recommended that he toss the "hot potato" to congressional Republicans.However, securing the border is the responsibility of the president, not the Congress. And, the president does not need new authority to get a handle on this crisis. He can gain control of it by stating firmly that illegal crossings will be stopped, most new arrivals will be turned around, and that "amnesty-for-all" is off the table.Seeking a domestic political "win" by blaming congressional Republicans for inaction on the border is extraordinarily irresponsible — even dangerous.Not only does it prolong the current crisis, it undermines any agreements between Democrats and Republicans. They'll need to work together to pay the costs of the current crisis and to eventually rebuild an immigration system that is failing the country.

**Station 7: Fill in these charts for one of the NEWS ELA Articles**

|  |  |
| --- | --- |
| **Argument Element** | **Evidence** |
| **Claim** |  |
| **Support:** |  |
| **Counterargument:** |  |
| **Call to Action:** |  |

|  |  |
| --- | --- |
| **Rhetoric Appeal** | **Example** |
| **Logos** |  |
| **Ethos** |  |
| **Pathos** |  |