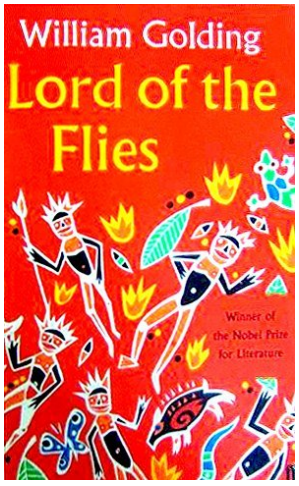
Student Resources

English Language Arts

Grade 10

Lord of the Flies Unit



SAUSD Spring 2014

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Think-Write: Pair-Share

How do you think you have been influenced by modern American society? How has it shaped your values, beliefs, identity, etc…?

Pair-Share

1. Student A shares his/her story with Student B.
2. Student B asks at least two clarifying questions about Student A's story.
   Optional sentence frames:
   How did you feel when . . . ?
   Why did you . . .?
   Why do you think the other person . . .?
3. Then Student B shares his/her story with Student A, and Student A asks clarifying questions of Student B.

Lesson 1: Quickwrite Frame

Use the paragraph frame below to answer the following quickwrite question.

How do you think you have been influenced by modern American society? How has it shaped your values, beliefs, identity, etc…?

I believe I have been influence by American society in the following ways. First, I have been influence by _____.

This shaped the person I am because _____ _____. Secondly, I have been influenced by _____.

This shaped the person I am because _____ _____.

Thirdly, I have been influenced by _____.

This shaped the person I am because _____ _____.

Utopia

Definition of Utopia

The literary term utopia denotes an illusionary place that projects a perfect society to the reader. Here, the "perfect society" refers to ideal conditions achieved within the material world as opposed to the expected idealism of afterlife in Christianity or other religions. Further, the citizens presiding in such utopias are bearers of a perfect moral code, or at least every violator of the moral code is harshly punished. A utopian society is basically one where all the social evils have been cured.

An important distinction to be appreciated is that amongst the imaginary utopias and live heterotopias. However, the terms should not be treated as opposites of each other. They denote a midway experience referring to instances that are real as well as unreal. Most of the examples that Foucault provides of heterotopias include several utopian aspects. However, the relationship between these two notions has tended to be ignored in the interpretation of heterotopia.

Description of Utopian Literature

A piece of writing that concerns itself with the description of a perfect society in the physical world as opposed to the perfection of afterlife is termed as Utopian literature. However, the original motives behind utopian novel were political, social and philosophical. Plato's Republic, is usually considered the first example of the genre.

Some traces of utopian elements can be found in Arthurian literature in the idealization of King Arthur's court at Camelot, but the trend followed by medieval poets involved romanticizing an imaginary past rather than using hypothetical utopias for the purposes of critiquing political institutions and suggesting alternatives. It was by the time of Sir Thomas More (in his book Utopia in 1516) that the notion of utopia was practically manifested, and his name for the imaginary kingdom then became the new name for referring to the genre.

The common characteristics of the genre include an elaborate description of the geographic structures of the imaginary landscape by the native guides that familiarize the narrator to the ways through the region. He is an outsider to the utopian society, and harbors extensive skepticism regarding modern political, social, economic, or ethical problems. One of the common misunderstandings is that utopian models serve to project a better way of life. To the contrary, the reason behind such literature is to help the reader envision the problems, paradoxes, or faults entrenched within the existing political framework.

Examples of Utopia

- Andreae's Christianopolis
- Campanella's City of the Sun, Bacon's New Atlantis,
- Samuel Gott's New Jerusalem, Winstanley's The Law of Freedom in a Platform
- Edward Bellamy's Looking Backward
- William Morris's News from Nowhere

- Theodor Hertzka's Freeland
- H. G. Wells's A Modern Utopia

The examples quoted above portray various scenarios of utopia.

Functions of Utopia

Over the time, the vision encapsulating the notion of utopia has suffered radical transformations. The events of war, church reform, revolution and economic changes have contributed towards the construction of a new type of utopia.

The term utopia formulated new shapes and new prefixes and each type having its own function and its own use. They are generally employed as a means of constructing an organized society in the reader's mind. The writer makes use of the tool so as to highlight the discrepancies prevalent within an existing political and legal framework. A utopian society is framed in a manner which presents to the reader an ideal sociopolitical culture. The writer is basically presenting his audience with a standard example of a socially and morally fit society through the use of utopia so as to make them realize the various deficiencies of their existing societal framework. It is used as a tool for exposing the flaws prevalent within an existing political structure. Further, the tool has been widely employed in writings where the writers have intended to make an impact on the conscience of the reader. The writer uses utopia in order to portray a scenic picture in the eyes of the reader, in an attempt to make him fully appreciate the various diverging factors contributing towards the failings of the existing society. It basically deals with constructing a standard sociopolitical society in the reader's mind in order criticize the prevalent legal norms.

http://literarydevices.net/utopia/

Retrieved on 3/11/2014

Dystopias: Definition and Characteristics

Utopia: A place, state, or condition that is ideally perfect in respect of politics, laws, customs, and conditions.

Dystopia: A futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral, or totalitarian control. Dystopias, through an exaggerated worst-case scenario, make a criticism about a current trend, societal norm, or political system.

Characteristics of a Dystopian Society

- Propaganda is used to control the citizens of society.
- Information, independent thought, and freedom are restricted.
- A figurehead or concept is worshipped by the citizens of the society.
- Citizens are perceived to be under constant surveillance.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state.
- The natural world is banished and distrusted.
- Citizens conform to uniform expectations. Individuality and dissent are bad.
- The society is an illusion of a perfect utopian world.

Types of Dystopian Controls

Most dystopian works present a world in which oppressive societal control and the illusion of a perfect society are maintained through one or more of the following types of controls:

- Corporate control: One or more large corporations control society through products, advertising, and/or the media. Examples include *Minority Report* and *Running Man*.

- Bureaucratic control: Society is controlled by a mindless bureaucracy through a tangle of red tape, relentless regulations, and incompetent government officials. Examples in film include *Brazil*.

- Technological control: Society is controlled by technology—through computers, robots, and/or scientific means. Examples include *The Matrix*, *The Terminator*, and *I, Robot*.

- Philosophical/religious control: Society is controlled by philosophical or religious ideology often enforced through a dictatorship or theocratic government.

The Dystopian Protagonist

- often feels trapped and is struggling to escape.
- questions the existing social and political systems.
- believes or feels that something is terribly wrong with the society in which he or she lives.
- helps the audience recognizes the negative aspects of the dystopian world through his or her perspective.

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Lord of the Flies Anticipatory Guide

Statement	Agree	Disagree	Explanation	After Reading Novel	
				Agree	Disagree
1. Groups should only have one leader.					
2. Everyone in a group should get an equal vote in decision-making.					
3. Children are capable of taking care of themselves without adult supervision.					
4. Superstitions should be believed in and followed.					
5. If a leader orders you to hurt someone, you should do it.					
6. Food is more important than shelter.					

Academic Language for Agreeing

- I agree with the statement that … because …
- I agree with my classmate/you that … because …
- I concur with … because …

Academic Language for Disagreeing

- I respectfully disagree with my classmate/you. I believe that … because…
- I disagree with the statement … because….
- Although _____ makes a valid point, I still feel that … because …

Era Envelope-Observation Matrix

	What observations can you make about this image?	What message is being conveyed through this image?	What new information have you gained about society during this time period by reading the excerpt?
Image 1			
Image 2			
Image 3			
Image 4			
Image 5			
Image 6			

Image 1-

http://hullandeastridingatwar.co.uk/index.php/education/gasmask

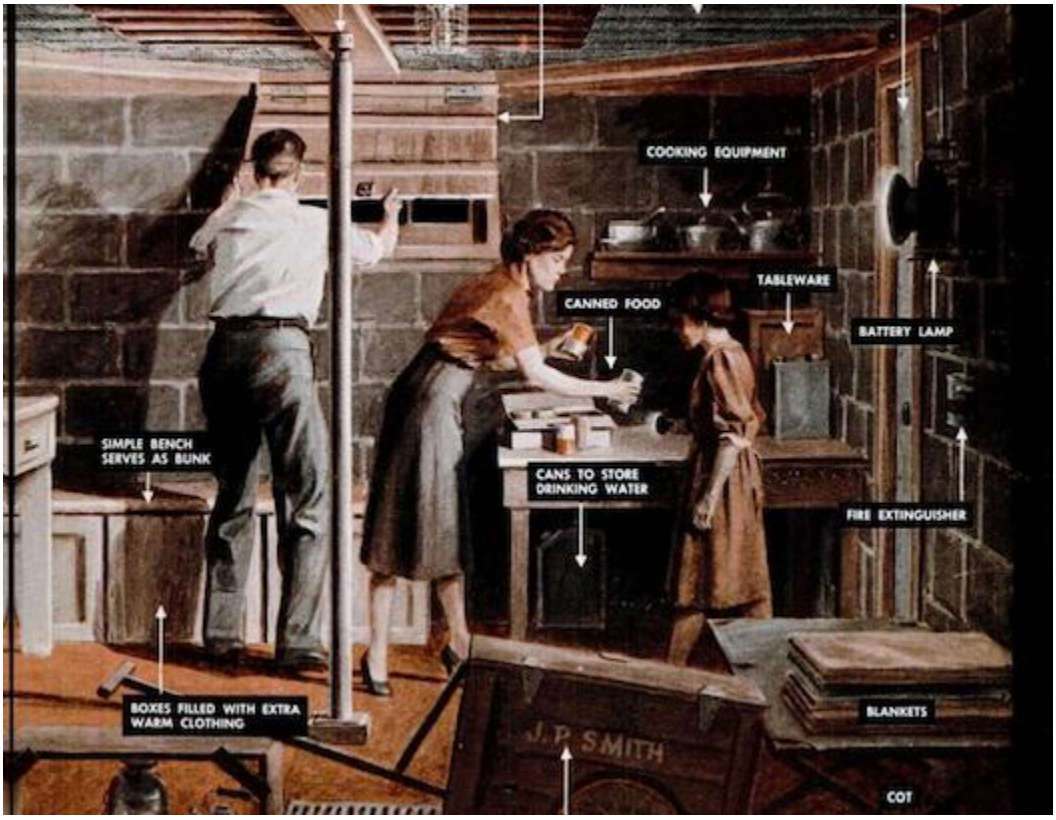
Retrieved on 3.11.2014

Image 2-

http://socioecohistory.files.wordpress.com/2012/05/mutually_assured_destruction_mad.jpg

Retrieved on 3.11.2014

Image 3



http://www.popsci.com/science/gallery/2013-02/7-creepiest-fallout-shelters-cold-war/?image=1

3/11/2014

Image 4

AMERICANS . . . . .

DON'T PATRONIZE REDS ! ! ! !

YOU CAN DRIVE THE REDS OUT OF TELEVISION, RADIO AND HOLLYWOOD . . . . .

THIS TRACT WILL TELL YOU HOW.

WHY WE MUST DRIVE THEM OUT:

1) The REDS have made our Screen, Radio and TV Moscow's most effective Fifth Column in America . . . 2) The REDS of Hollywood and Broadway have always been the chief financial support of Communist propaganda in America . . . 3) OUR OWN FILMS, made by RED Producers, Directors, Writers and STARS, are being used by Moscow in ASIA, Africa, the Balkans and throughout Europe to create hatred of America . . . 4) RIGHT NOW films are being made to craftily glorify MARXISM, UNESCO and ONE-WORLDISM . . . **and via your TV Set they are being piped into your Living Room—and are poisoning the minds of your children under your very eyes ! ! !**

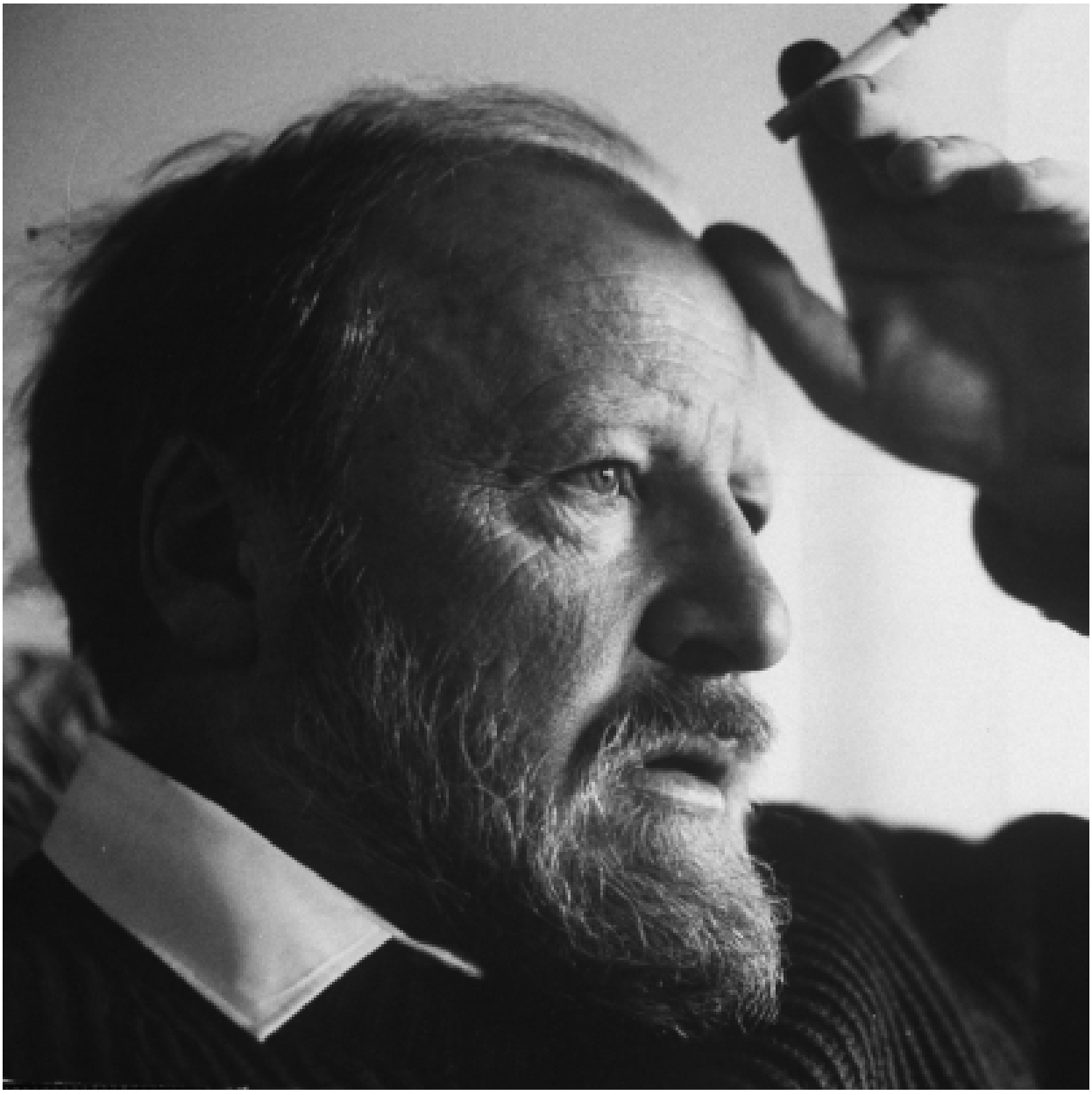
So REMEMBER — If you patronize a Film made by RED Producers, Writers, Stars and STUDIOS you are aiding and abetting COMMUNISM . . . every time you permit REDS to come into your Living Room VIA YOUR TV SET you are helping MOSCOW and the INTERNATIONALISTS to destroy America ! ! !

http://en.wikipedia.org/wiki/File:Anticommunist_Literature_1950s.png

Retrieved on 3.14.2014

Image 5

Image 6



Killing Centers: An Overview

The Nazis established killing centers for efficient mass murder. Unlike concentration camps, which served primarily as detention and labor centers, killing centers (also referred to as "extermination camps" or "death camps") were almost exclusively "death factories." German SS and police murdered nearly 2,700,000 Jews in the killing centers either by asphyxiation with poison gas or by shooting.

CHELMNO, BELZEC, SOBIBOR, AND TREBLINKA

The first killing center was Chelmno, which opened in the Warthegau (part of Poland annexed to Germany) in December 1941. Mostly Jews, but also Roma (Gypsies), were gassed in mobile gas vans there. In 1942, in the Generalgouvernement (a territory in the interior of occupied Poland), the Nazis opened the Belzec, Sobibor, and Treblinka killing centers (known collectively as the Operation Reinhard camps) to systematically murder the Jews of Poland. In the Operation Reinhard killing centers, the SS and their auxiliaries killed approximately 1,526,500 Jews between March 1942 and November 1943.

AUSCHWITZ-BIRKENAU

Almost all of the deportees who arrived at the camps were sent immediately to death in the gas chambers (with the exception of very small numbers chosen for special work teams known as Sonderkommandos). The largest killing center was Auschwitz-Birkenau, which by spring 1943 had four gas chambers (using Zyklon B poison gas) in operation. At the height of the deportations, up to 6,000 Jews were gassed each day at Auschwitz-Birkenau in Poland. Over a million Jews and tens of thousands of Roma, Poles, and Soviet prisoners of war were killed there by November 1944.

MAJDANEK

Though many scholars have traditionally counted the Majdanek camp as a sixth killing center, recent research had shed more light on the functions and operations at Lublin/Majdanek. Within the framework of Operation Reinhard, Majdanek primarily served to concentrate Jews whom the Germans spared temporarily for forced labor. It occasionally functioned as a killing site to murder victims who could not be killed at the Operation Reinhard killing centers: Belzec, Sobibor, and Treblinka II. It also contained a storage depot for property and valuables taken from the Jewish victims at the killing centers.

The SS considered the killing centers top secret. To obliterate all traces of gassing operations, special prisoner units (the Sonderkommandos) were forced to remove corpses from the gas chambers and cremate them. The grounds of some killing centers were landscaped or camouflaged to disguise the murder of millions.

http://www.ushmm.org/wlc/en/article.php?ModuleId=10005145

Retrieved on 3.21.14

William Golding Biography

"Sir William Golding." 2013. *The Biography Channel website*. Nov 20, 2013 http://www.biography.com/people/william-golding-9314523.

EARLY LIFE

William Golding was born on September 19, 1911, in Saint Columb Minor, Cornwall, England. He was raised in a 14th-century house next door to a graveyard. His mother, Mildred, was an active suffragette who fought for women's right to vote. His father, Alex, worked as a schoolmaster.

William received his early education at the school his father ran, Marlborough Grammar School. When William was just 12 years old, he attempted, unsuccessfully, to write a novel. A frustrated child, he found an outlet in bullying his peers. Later in life, William would describe his childhood self as a brat, even going so far as to say, "I enjoyed hurting people."

After primary school, William went on to attend Brasenose College at Oxford University. His father hoped he would become a scientist, but William opted to study English literature instead. In 1934, a year before he graduated, William published his first work, a book of poetry aptly entitled *Poems*. The collection was largely overlooked by critics.

TEACHING

After college, Golding worked in settlement houses and the theater for a time. Eventually, he decided to follow in his father's footsteps. In 1935 Golding took a position teaching English and philosophy at Bishop Wordsworth's School in Salisbury. Golding's experience teaching unruly young boys would later serve as inspiration for his novel *Lord of the Flies*.

Although passionate about teaching from day one, in 1940 Golding temporarily abandoned the profession to join the Royal Navy and fight in World War II.

ROYAL NAVY

Golding spent the better part of the next six years on a boat, except for a seven-month stint in New York, where he assisted Lord Cherwell at the Naval Research Establishment. While in the Royal Navy, Golding developed a lifelong romance with sailing and the sea.

During World War II, he fought battleships at the sinking of the Bismarck, and also fended off submarines and planes. Lieutenant Golding was even placed in command of a rocket-launching craft.

Of his World War II experiences, Golding has said, "I began to see what people were capable of

doing. Anyone who moved through those years without understanding that man produces evil as a bee produces honey, must have been blind or wrong in the head." Like his teaching experience, Golding's participation in the war would prove to be fruitful material for his fiction.

In 1945, after World War II had ended, Golding went back to teaching and writing.

LORD OF THE FLIES

In 1954, after 21 rejections, Golding published his first and most acclaimed novel, *Lord of the Flies*.

The novel told the gripping story of a group of adolescent boys stranded on a deserted island after a plane wreck. *Lord of the Flies* explored the savage side of human nature as the boys, let loose from the constraints of society, brutally turned against one another in the face of an imagined enemy. Riddled with symbolism, the book set the tone for Golding's future work, in which he continued to examine man's internal struggle between good and evil. Since its publication, the novel has been widely regarded as a classic, worthy of in-depth analysis and discussion in classrooms around the world.

In 1963, the year after Golding retired from teaching, Peter Brook made a film adaptation of the critically acclaimed novel. Two decades later, at the age of 73, Golding was awarded the 1983 Nobel Prize for Literature. In 1988 he was knighted by England's Queen Elizabeth II.

In 1990 a new film version of the *Lord of the Flies* was released, bringing the book to the attention of a new generation of readers.

McCarthyism is the practice of making accusations of disloyalty, subversion, or treason without proper regard for evidence. It also means "the practice of making unfair allegations or using unfair investigative techniques, especially in order to restrict dissent or political criticism."[1] The term has its origins in the period in the United States known as the **Second Red Scare**, lasting roughly from 1950 to 1956 and characterized by heightened political repression against communists, as well as a fear campaign spreading paranoia of their influence on American institutions and espionage by Soviet agents. Originally coined to criticize the anti-communist pursuits of Republican U.S. Senator Joseph McCarthy of Wisconsin, "McCarthyism" soon took on a broader meaning, describing the excesses of similar efforts. The term is also now used more generally to describe reckless, unsubstantiated accusations, as well as demagogic attacks on the character or patriotism of political adversaries.

During the McCarthy era, thousands of Americans were accused of being communists or communist sympathizers and became the subject of aggressive investigations and questioning before government or private-industry panels, committees and agencies. The primary targets of such suspicions were government employees, those in the entertainment industry, educators and union activists. Suspicions were often given credence despite inconclusive or questionable evidence, and the level of threat posed by a person's real or supposed leftist associations or beliefs was often greatly exaggerated. Many people suffered loss of employment and/or destruction of their careers; some even suffered imprisonment. Most of these punishments came about through trial verdicts later overturned,[2] laws that would be declared unconstitutional,[3] dismissals for reasons later declared illegal[4] or actionable,[5] or extra-legal procedures that would come into general disrepute.

The most famous examples of McCarthyism include the speeches, investigations, and hearings of Senator McCarthy himself; the Hollywood blacklist, associated with hearings conducted by the House Un-American Activities Committee (HUAC); and the various anti-communist activities of the Federal Bureau of Investigation (FBI) under Director J. Edgar Hoover. McCarthyism was a widespread social and cultural phenomenon that affected all levels of society and was the source of a great deal of debate and conflict in the United States.

Some conservatives regard the term as inappropriate and deprecate what they say are myths created about McCarthy.[6][7][8][9]

http://en.wikipedia.org/wiki/McCarthyism

Retrieved on 3.11.2014

Cold War: A Brief History

Nuclear Deterrence

For a time after World War II, America held the upper hand with regards to nuclear superiority. It used this threat of "massive retaliation" as a means to deter Soviet aggression. By the late 1950s, the Soviet Union had built up a convincing nuclear arsenal that could be delivered on the territory of the United States and Western Europe.

By the mid-1960s, unilateral deterrence gave way to "mutual deterrence," a situation of strategic stalemate. The superpowers would refrain from attacking each other because of the certainty of mutual assured destruction, better known as MAD. This theory is still a major part of the defense policies of the United States and Russia.

Both superpowers recognized that the first requirement of an effective deterrent was that it should survive or "ride out" a surprise "counterforce" targeted attack without being decimated--a task made difficult by the ever increasing numbers of accurate delivery systems, "penetration aids," and multiple warheads.

This led to the foundation of the nuclear triad, or use of three different types of delivery systems (bombers, missiles, and submarines) to assure that a second-strike capability existed able to cause massive destruction to the attacking nation.

Both the Strategic Arms Limitation Treaty (SALT) and Strategic Arms Reduction Treaty (START) treaties all reflected attempts by the superpowers to manage strategic nuclear developments in such a way as to stabilize mutual deterrence. Ballistic missile defenses were outlawed; "first strike" weapons were decommissioned; civil defense was discouraged. However, neither the U.S. nor the Soviet Union was comfortable basing their country's defense on deterrence.

The U.S. has explored various Nuclear Use Theories (NUTs) such as "counterforce", "countervailing" or "flexible response." However, the status quo of MAD remains. Current arms control efforts are aimed at finding a minimum level of mutual assured destruction.

http://www.atomicarchive.com/History/coldwar/page15.shtml

Retrieved 3/11/2014

Bomb Shelters

Popular Science archives

"You cannot escape an atomic bomb, but there is something practical and patriotic you can do to prepare for atomic attack. A millionaire could not construct a complete A-bomb-proof shelter, but the average house-holder can make a worthwhile refuge room in the average basement. By building your family foxhole, you will also be building the state of mind that can resist the pressures of agression as well as the shocks of actual atomic war." Read the rest of the story in the March 1951 issue of *Popular Science*.

http://www.popsci.com/science/gallery/2013-02/7-creepiest-fallout-shelters-cold-war/?image=1

3/11/2014

Gas Masks

Gas masks were issued to all British civilians at the start of World War Two. There was a very real fear in Britain that Nazi German bombers would drop poison gas bombs. Therefore, all civilians were issued with gas masks. The bombing of Guernica in the Spanish Civil War had shown what could happen when bombers got through. The government had planned for tens of thousands of deaths in London alone. An advisor to the government - Liddell Hart - told the government to expect 250,000 deaths in the first week of the war alone.

At the start of the war some citizens had not been issued with a gas mask. In a government document "If war should come" (issued to people in July 1939), the explanation for this was that district leaders might have decided to keep gas masks in storage until they decided that an emergency situation had developed. However, the public was told to tell their local Air Raid Warden if they had not been issued with a gas mask and neighbours had. It was the responsibility of air raid wardens to ensure that everybody had been issued with a gas mask.

Babies had special gas masks made for them which would only be issued if an emergency situation arose - see above photo. Children were issued with what became known as "Mickey Mouse" gas masks - the nickname was an attempt by the government to make the gas masks seem less scary.

A child's gas mask

The Ministry of Home Safety issued advice on how to put on a gas mask :

Hold your breath

Hold mask in front of face with thumbs inside straps

Thrust chin well forward into mask, pull straps over head as far as they will go

Run finger round face piece taking care head straps are not twisted.

If out of doors people were advised to turn up their jacket collar to stop gas drifting down their necks and to put on gloves or put hands in pockets to stop open skin being hit b gas.

After the Blitz had ended, carrying around a gas mask became less and less important in the mind of the public.

Chapter 1

Close Read: Read the following selection below. Choose **three** of the five symbols from the Close Read Symbol chart below to do a close read of the text. (This means that you will underline the part you want to put a symbol next to, and put the symbol in the margin next to what you underlined.)

Close Read Symbol Chart:

Symbol	Comments/Question/Response	Sample Language Support
?	o Questions I have o Confusing parts for me	• My question about this part is: • I'm confused about this part because…
+	o Ideas/statements I agree with	• I agree with this character because…
-	o Ideas/statements I disagree with	• I disagree with this character because …
*****	o Significant ideas	• I think this part is significant because …
!	o Shocking statements or parts o Emotional parts	• I was shocked to read that … (further explanation) • The part about ___ made me feel …
O	o Ideas/sections you connect with o What this reminds you of	• This section reminded me of… • This experience connects with my own experience in that…

"Let's have a vote."

"Yes!"

"Vote for chief."

"Let's vote."

This toy of voting was almost as pleasing as the conch. Jack started to protest but the clamor changed from the general wish for a chief to an election by acclaim of Ralph himself. None of the boys could have found good reason for this; what intelligence had been shown was traceable to Piggy, while the most obvious leader was Jack. But there was a stillness about Ralph as he sat that marked him out; there was his size, and attractive appearance; and most obscurely yet most powerfully, there was the conch...

"Him with the shell."

"Ralph! Ralph!"

"Let him be chief with the trumpet-thing."

Ralph raised a hand for silence.

"All right. Who wants Jack for chief?"

With dreary obedience the choir raised their hands.

"Who wants me?"

Every hand outside the choir except Piggy's was raised immediately. Then Piggy, too, raised his hand grudgingly into the air.

Ralph counted.

"I'm chief then."

The circle of boys broke into applause. Even the choir applauded; and the freckles on Jack's face disappeared under a blush of mortification. He started up, then changed his mind and sat down again while the air rang. Ralph looked at him, eager to offer something.

"The choir belongs to you, of course."

"They could be the army—"

"Or hunters—"

"They could be—"

The suffusion drained away from Jack's face. Ralph waved again for silence.

"Jack's in charge of the choir. They can be—what do you want them to be?"

"Hunters."

Jack and Ralph smiled at each other with shy liking. The rest began to talk eagerly.

Collaborative Annotation Chart Response Sheet

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

THINKING ABOUT THE BIG IDEA: Society Influences and shapes individuals

1. Text Dependent Question: Discuss at least three ways the boys try to bring the rules from civilized society to the new island.

   #1

   #2

   #3

2. **WHY** do you think the boys try to bring civilized society to the island?

CHAPTER JOURNAL

This chart will assist you in the final assessment, which will be an essay or a project in which you compare/contrast the development of these two important characters.

	Develop What new information do we learn in this chapter about him?	**Interact** How does he interact with others?	**Advance the Plot** What problems does he cause that now need to be solved?
Jack			

How do Jack's actions symbolize civilized society or savagery?

_____
_____
_____
_____
_____
_____
_____

TEPAC Analytical Paragraph Chart

Teacher-Posed Question/Prompt: _____

Student Response (Topic sentence/claim): _____

_____

_____

Evidence	**P**araphrase Evidence	**A**nalysis of Evidence	**C**oncluding Statement
Rewrite with Academic Language:	Rewrite with Academic Language:	Rewrite with Academic Language:	Rewrite with Academic Language:

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TEPAC Analytical Writing Language Supports

SAMPLE LANGUAGE FRAMES AND SIGNAL WORDS/PHRASES

Language Frames for Citing Evidence – *"What evidence do you have to support your topic sentence/claim?"*	Language Frames for Paraphrasing Information – *"How can you paraphrase the evidence?"*	Language Frames for Analyzing Information – *"What is the significance of the evidence?"*	Language Frames for Connecting to Theme/Claim – *"How can you connect the evidence back to your topic sentence/claim?"*
• For example, on page___(or in lines), says, "…" • As an illustration, in the text on page____(or in lines____), it reads, "…" • For instance, in the text it states, "…" • To illustrate this idea/theme, the author describes… • The description on page ____ (or • The author sites evidence that illustrates…	• In other words, is … • In this quote,____compares/ describes/ refers to… • At this point in the story/poem, ____ is … • That is to say,_____feels/thinks/ believes … • In the literal sense/ Literally speaking, … • To sum up/ In summary, … • According to _, … • Basically, is saying …	• From this, (I/we) can infer that … • I interpret this to mean … • The author (This) suggests/ conveys/ intimates/ implies/ illustrates … • _____refers to / represents … • Possibly/ Maybe the character/speaker is … • … may suggest (is suggesting) that … • It seems to me that … • On a figurative level/ Figuratively speaking, … • Like/Similar to , … • _____is compared to because … • The author makes this comparison because/ so that … • The evidence highlights that… • The author includes this fact to emphasize…	• _____clearly suggests … • To sum up/ In summary, … • As one can see, … • _____illustrates/ examines/ demonstrates… • … connects with/to … • _____emphasizes…
Signal Words/Phrases for Citing Evidence: • For example • As an illustration • For instance • To illustrate this idea/theme	**Signal Words/Phrases for Paraphrasing Information:** • In other words • That is to say • Literally speaking • To sum up/ In summary • According to • Basically	**Signal Words/Phrases for Analyzing Information:** • Infer • Interpret • Suggest • Convey/ Imply • Illustrate • May suggest • Figuratively speaking	**Signal Words/Phrases for Connecting to Theme/Thesis:** • Clearly suggests • To sum up • As one can see • Illustrate/examine/demonstrate • Connect (to/with) • Emphasize

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Deconstruction of an Analytical Paragraph

Typical Text Structure (TEPAC)

Topic Sentence

- Identify the text, author and publisher (if provided) + strong predicate + central idea/theme.

Evidence

- Include specific details from the text to support the topic sentence.

Paraphrase evidence

- Use your own thinking and language to express the author's ideas.

Analysis of evidence

- Explain the significance (provide an interpretation) of the evidence.

Concluding statement

- Explain how the evidence connects back to the topic sentence/claim.

Typical Language Features

- The Timeless present tense (unless past or future is required)
- Verbs used to express opinions
- Passive verbs are often used
- Signal words/phrases (conjunctions) for
    - Introducing evidence that supports the central idea/claim
    - Paraphrasing information
    - Explaining significance (analyzing evidence)
    - Making connections/Concluding
- Modality used to show strength of feeling (should, must, may)
- Vocabulary specific to the topic
- Strong and effective adjectives

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ANALYTICAL PARAGRAPH RUBRIC
(TEPAC)

*Name:*_____ *Teacher*_____*Class*_____*Date*_____

Prompt: _____

Learning Targets (Content)	Strong Evidence 4	Some Evidence 3	Little Evidence 2	No Evidence 1
Topic sentence Introduces the main point/claim.	*Topic sentence (4)* • *Introduces the main point/claim* • *Clear, precise, and arguable*	*Topic sentence(3)* • *Introduces main point/claim* • *May need to be arguable or more precise*	*Topic sentence (2)* • *Main point/claim is implied (needs to be directly stated)* • *May need to be arguable or more precise*	*Topic sentence (1)* • *Unclear or missing a topic sentence*
Evidence Provides evidence that supports the main point/claim (such as: examples, quotes, facts, statistics, stories, descriptions, definitions…).	*Evidence (4)* • *Supports the main point/claim* • *Relevant and logical* • *Proper citations (MLA Style)*	*Evidence (3)* • *Supports or somewhat supports the main point/claim* • *Minor errors in citations (MLA Style)*	*Evidence (2)* • *Evidence is unrelated to the main point/claim (needs evidence that supports topic sentence)* • *May need proper citations (MLA Style)*	*Evidence (1)* • Missing evidence
Paraphrase of evidence Provides an original version of key information/ideas expressed by someone else.	*Paraphrase of evidence (4)* • *Restates key information/ideas expressed by the author* • *Accurate, concise, and original*	*Paraphrase of evidence (3)* • *Restates information/ideas expressed by the author* • *May be lengthy or too similar to the author's version*	*Paraphrase of evidence (2)* • *Repeats what the author states* • *Needs to restate in a new version the key information/ideas expressed by the author*	*Paraphrase of evidence (1)* • Copies author directly OR • No evidence of paraphrasing
Analysis of evidence Breaks apart the evidence (referring to specific words, phrases, or ideas) and explains how it supports the main idea/claim.	*Analysis of evidence (8)* • *Explains, interprets, and discusses how the evidence supports the main point/claim* • *Logical and insightful*	*Analysis of evidence (6)* • *Explains, interprets, and discusses the evidence* • *Logical interpretation* • *Does not fully explain how this evidence supports the main point/claim*	*Analysis of evidence (3)* • *Needs to provide an interpretation of how the evidence supports the main point/claim* • *Retells (rather than analyzes) evidence*	*Analysis of evidence (1)* • *Missing analysis*
Concluding statement Emphasizes how the evidence connects to the main point/claim.	*Concluding statement (4)* • *Emphasizes the connection between the evidence and the main point/claim*	*Concluding statement (3)* • *An implied connection is made between the evidence and the main point/ claim*	*Concluding statement (2)* • *Concluding statement is off topic* • *Needs to make a connection between the evidence and the main point/claim*	*Concluding statement (1)* • *Missing a concluding statement*

Focused Feedback for Revision:

1. _____
   _____
2. _____
   _____

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ANALYTICAL PARAGRAPH RUBRIC (Cont.)

Learning Targets (Language)	Strong Evidence 4	Some Evidence 3	Little Evidence 2	No Evidence 1
Connectors Uses transitions and signal words and phrases to create cohesion.	*Connectors (4)* • *Effective use of connectors creates cohesion* • *A variety of connectors used*	*Connectors (3)* • *Some evidence of connectors used to create cohesion* • *Connectors lack variety*	*Connectors (2)* • *Very few connectors used* • *May be difficult to understand and see connections between ideas*	*Connectors (1)* • *Missing connectors to create cohesion*
Vocabulary Uses precise language and domain-specific vocabulary.	*Vocabulary (4)* • *Precise language and topic-specific vocabulary used throughout* • *Appropriate language for audience and purpose*	*Vocabulary (3)* • *Some precise language and/or topic-specific vocabulary* • *May not be appropriate for audience and purpose*	*Vocabulary (2)* • *Uses mostly casual/informal language* • *Language is not appropriate for audience and purpose*	*Vocabulary (1)* • *Only casual, conversational language used*
Grammar/Conventions Uses Standard English grammar (i.e., subject-verb agreement, verb tense/form, complete sentences, word form, word order) and conventions (i.e., capitalization, punctuation, and spelling).	*Grammar/Conventions (4)* • *Mostly accurate use of Standard English grammar and conventions to convey ideas clearly*	*Grammar/Conventions (3)* • *Some miscues in Standard English grammar and/or conventions* • *May lead to reader confusion*	*Grammar/Conventions (2)* • *Frequent miscues in Standard English grammar and/or conventions* • *Often leads to reader confusion*	*Grammar/Conventions (1)* • *Frequent miscues in Standard English grammar and/or conventions* • *Leads to reader confusion*

Focused Feedback for Revision:

1. _____

_____

2. _____

_____

Learning Targets (Content/Language)	Strong Evidence 4	Some Evidence 3	Little Evidence 2	No Evidence 1
Planning and Revision Plans, revises, edits, or tries a new approach to strengthen writing.	*Planning and Revision (4)* • *Planning and revision has strengthened writing* • *Shows an increased awareness of task, purpose, and audience.*	*Planning and Revision (3)* • *Some evidence of planning and revision has strengthened writing* • *Further revision would increase awareness of task, purpose, and audience.*	*Planning and Revision (2)* • *Little evidence of planning and revision to strengthen writing*	*Planning and Revision (1)* • *No evidence of planning and revision*

Overall Comments:

_____

_____

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Chapter 2 Summary/Analysis Matching Activity

Instructions: With a partner or in a group of four, cut or tear out each piece of summary. Then, using numbers (1, 2, 3 etc.) place the summary events for Chapter 2 in the correct order using the blank template Resource 3.2. After you group has agreed upon the correct order of events, match the literary analysis items with each event. Your group will receive 1 point for each correct answer.

Summary Events Out of Order	Analysis Events out of order
Jack, excited, shouts out that they can make more rules and punish whoever breaks them.	Fire leads to rescue, which leads back to civilization.
Piggy takes the conch and says no one knows they're on the island. Ralph agrees, but describes the island as a good place where they'll have fun even if they have to stay for a long time.	Only Piggy sees the big picture. Ralph and the other boys focus on short term pleasure and fun.
A nervous little boy with a birthmark that covers half his face steps forward. After some prodding, the boy whispers to Piggy, and Piggy tells everyone what the boy said. He saw a "beastie," a "snake-thing," the previous night in the woods. Ralph and the older boys dismiss this "beastie" as just a nightmare, but the younger boys seem scared. Jack grabs the conch and says there's no snake-thing. If there is, he adds, his hunters will find and kill it. Ralph also says there's no snake-thing.	Jack needs to be in control: he interrupts Ralph to demonstrate his importance.
Ralph says he's confident they boys will be rescued. He suggests they build a fire on the mountaintop to alert rescuers.	The boys' first law is focused on the conch and made by Ralph.

Excited by the idea of building a fire, the boys jump up and run to collect wood and bring it to the mountain top. Piggy, left alone at the meeting place, disgustedly says that the other boys are acting like a bunch of kids.	Jack likes law only because he likes to punish.
The boys make a pile of dead wood on the mountain. They can't figure out how start the fire until Jack grabs the glasses off Piggy's face. Ralph uses the glasses to focus the sun's rays on the wood. Piggy is terrified, nearly blind without his glasses.	Though they know Piggy's right, the other boys still gang up on him. The boy who saw the "beastie" was actually killed, symbolically, by the beast: the boys' savage desire to have "fun."
The fire burns out because the wood is so dry. Piggy starts to criticize the boys, but Jack shouts him down. Simon points out that Piggy's glasses made the fire possible.	Civilized and intelligent, Piggy prefers organized plans to short-sighted "fun."
Ralph says they have to keep the fire burning every day without fail. Jack volunteers himself and his hunters to do the job.	Jack takes on keeping the boys linked to civilization. This seems like a bad fit.
Ralph says that without adults, they'll have to take care of themselves. He makes a rule that whoever holds the conch at meetings gets to speak.	The rivalry between the savage (Jack) and intellectual (Piggy) intensifies. Note also Simon's generosity.
Piggy notices that sparks from their signal fire have set the trees below them on fire. He argues that instead of running off to start a fire they should have first made shelters. The other boys shout at him again, but are disturbed. Piggy asks where the boy with the birthmark who saw the "beastie" is. No one knows.	The beast's first appearance. It symbolizes the evil in human nature. Jack, the symbol of savagery, says the beast doesn't exist but also that his hunters will kill it. He uses the beast to make himself more powerful. Ralph, the symbol of civilization, just denies that the

Back at the beach, Ralph blows the conch to call another meeting. Ralph announces that they're on an uninhabited island. Jack interrupts to say that they still need an army in order to hunt pigs.	beast exists. Piggy's glasses symbolize technology, mankind's ability to harness nature to build tools. Here the boys use technology to help their return to civilization.

Chapter 2 Summary/Analysis Matching Activity

Instructions: With a partner or in a group of four, cut or tear out each piece of summary. Then, using numbers (1, 2, 3 etc.) place the summary events for Chapter 2 in the correct order using the blank template Resource 3.2. After you group has agreed upon the correct order of events, match the literary analysis items with each event. Your group will receive 1 point for each correct answer.

Summary Events Out of Order	Analysis Events in order
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.

Chapter 2

Close Read: Read the following selection below. Choose **three** of the five symbols from the Close Read Symbol chart below to do a close read of the text. (This means that you will underline the part you want to put a symbol next to, and put the symbol in the margin next to what you underlined.)

Close Read Symbol Chart:

Symbol	Comments/Question/Response	Sample Language Support
?	o Questions I have o Confusing parts for me	• My question about this part is: • I'm confused about this part because…
+	o Ideas/statements I agree with	• I agree with this character because…
-	o Ideas/statements I disagree with	• I disagree with this character because …
*****	o Significant ideas	• I think this part is significant because …
!	o Shocking statements or parts o Emotional parts	• I was shocked to read that … (further explanation) • The part about ___ made me feel …
O	o Ideas/sections you connect with o What this reminds you of	• This section reminded me of… • This experience connects with my own experience in that…

[Piggy] "I got the conch"

Jack turned fiercely.

"You shut up!"

Piggy wilted. Ralph took the conch from him and looked round the circle of boys.

"We've got to have special people for looking after the fire. Any day there may be a ship out there" –he waved his arm at the taut wire of the horizon—"and if we have a signal going they'll come and take us off. And another thing. We ought to have more rules. Where the conch is, that's a meeting. The same up here as down there."

They assented. Piggy opened his mouth to speak, caught Jack's eye, and shut it again. Jack held out his hands for the conch and stood up, holding the delicate thing carefully in his sooty hands.

"I agree with Ralph. We've got to have rules and obey them. After all, we're not savages. We're English, and the English are the best at everything. So we've got to do the right things."

He turned to Ralph.

"Ralph, I'll split up the choir—my hunters, that is—into groups, and we'll be responsible for keeping the fire going—"

This generosity brought a splatter of applause from the boys, so that Jack grinned at them, then waved the conch for silence. (pp. 42-43)

Collaborative Annotation Chart Response Sheet

Directions: In the left hand column of this chart, put the three symbols that you chose in the Close Read. In the next column, explain why you chose this symbol. Use the Sentence Starters from the Close Read Symbol Chart if you need to. In the last column write your partner's responses.

Symbol/ Section	Comment/Question/Response	Partner's Comment/Question/Response

Text-Dependent Question and Chapter Journal

Directions: Answer the Text-Dependent Question and complete the Chapter Journal character development of Jack and Ralph.

THINKING ABOUT THE BIG IDEA: Society Influences and shapes individuals

When the boys' plane crashed, the path of destruction it left on the island is called a "scar." Why do you think the author chose this word? Be sure to use textual evidence in your response.

_____

_____

_____

_____

_____

_____

CHAPTER JOURNAL

This chart will assist you in the final assessment, which will be an essay or a project in which you compare/contrast the development of these two important characters.

	Develop What new information do we learn in this chapter about him?	**Interact** How does he interact with others?	**Advance the Plot** What problems does he cause that now need to be solved?
Jack			
Ralph			

What Is Nature Versus Nurture?

By Kendra Cherry

Which is more important in development: genetics or experience? The nature versus nurture debate seeks to answer this important question.

Definition:

The nature versus nurture debate is one of the oldest issues in psychology. The debate centers on the relative contributions of genetic inheritance and environmental factors to human development.

Some philosophers such as Plato and Descartes suggested that certain things are inborn, or that they simply occur naturally regardless of environmental influences. People who take the position that all or most behaviors and characteristics are the result of inheritance are known as nativists. Other well-known thinkers such as John Locke believed in what is known as *tabula rasa*, which suggests that the mind begins as a blank slate. According to this notion, everything that we are and all of our knowledge is determined by our experience. People who take the position that all or most behaviors and characteristics are the result of learning are known as empiricists.

Examples of Nature Versus Nurture

For example, when a person achieves tremendous academic success, did they do so because they are genetically predisposed to be successful or is it a result of an enriched environment? If a man abuses his wife and kids, is it because he was born with violent tendencies or is it something he learned by observing his own parents behavior?

A few examples of biologically determined characteristics (nature) include certain genetic diseases, eye color, hair color, and skin color. Other things like life expectancy and height have a strong biological component, but they are also influenced by environmental factors and lifestyle.

An example of a nativist theory within psychology is Chomsky's concept of a language acquisition device (or LAD). According to this theory, all children are born with an instinctive mental capacity that allows them to both learn and produce language.

A number of characteristics are tied to environmental influences. How a person behaves can be tied to influence such as parenting styles and learned experiences. For example, a child might learn through observation and reinforcement to say 'please' and 'thank you.' Another child might learn to behave aggressively by observing older children engage in violent behavior on the playground.

One example of an empiricist theory within psychology is Albert Bandura's social learning theory. According to theory, people learn by observing the behavior of others.

Contemporary Views of Nature Versus Nurture

Today, the majority of experts believe that behavior and development are influenced by both nature and nurture. However, the issue still rages on in many areas such as in the debate on the origins of homosexuality and influences on intelligence. While few people take the extreme nativist or extreme empiricist approach, researchers and experts still debate the degree to which biology and environment influence behavior.

http://psychology.about.com/od/nindex/g/nature-nurture.htm

Retrieved on 3/14/14

SAY-MEAN-MATTER

Your purpose in completing this chart is to analyze the "Nature vs. Nurture" article. Choose two significant quotes from your reading on nature and two significant quotes on nurture. Explain what the quotes say, then break it down further and explain what the quotes mean. Finally, explain why the quotes matter.

Text	SAY	MEAN	MATTER

Name: _____ Date: _____ Period: _____

Compare/Contrast Matrix

Write down all the ways that each character represents either nature or nurture. You will use this information to write a compare and contrast paragraph, so do a thorough analysis.

Character	Nature	Nurture
Ralph		
Jack		

Compare/Contrast Paragraph Frame

Start by identifying the items you are comparing and state that they have similarities and differences. (Don't forget to indent your paragraph.)	_____ and _____ have some similarities and some differences.
Add to your paragraph by stating **how** both items are similar. You may use the transition word *first.*	First, _____and _____are the same because they both _____.
Add more similarities in as many sentences as are needed. Use transitional words like *second, additionally, in addition, another, moreover, also, next, furthermore, last,* or *finally.*	Additionally, they both _____.
Next, explain that the items have some differences. Choose one of the following transitional words or phrases: *on the other hand, contrarily,* or *conversely.*	On the other hand, _____ and _____ have some differences.
Add to your paragraph by stating **how** both items are different. You may use the transitional word *first.*	First, _____ (is/has/does) _____, but _____ (is not/has not/does not) _____.
Add more differences in as many sentences as are needed. Use transitional words like *second, additionally, in addition, another, moreover, also, next, furthermore, last,* or *finally.* After the comma, you use a contrasting word like *but, although,* or *yet.*	Second, _____ (is/has/does) _____, although _____ (is not/has not/does not) _____.
Conclude your paragraph by reminding your reader that the items you are writing about have some similarities and some differences. Signal your conclusion by using one of the following words or phrases: *clearly, obviously, assuredly, without doubt,* or *certainly*.	Clearly, _____ and _____ have similarities and differences.
Note: Be sure your paragraph looks like the one to the right. Do not leave extra white spaces or line spaces.	_____ and _____ have some similarities and some differences. First, _____ and _____ are the same because they both _____.Additionally, they both _____. On the other hand, _____ and _____ have some differences. First, _____ (is/has/does) _____, but _____ (is not/has not/does not) _____. Second, _____ (is/has/does) _____, although _____ (is not/has not/does not) _____. Clearly, _____ and _____ have similarities and differences.

Comparison and Contrast Rubric

CATEGORY	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities - to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

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Chapter 3

Close Read: Read the following selection below. Choose **three** of the five symbols from the Close Read Symbol chart below to do a close read of the text. (This means that you will underline the part you want to put a symbol next to, and put the symbol in the margin next to what you underlined.)

Close Read Symbol Chart:

Symbol	Comments/Question/Response	Sample Language Support
?	○ Questions I have ○ Confusing parts for me	• My question about this part is: • I'm confused about this part because…
+	○ Ideas/statements I agree with	• I agree with this character because…
-	○ Ideas/statements I disagree with	• I disagree with this character because …
*****	○ Significant ideas	• I think this part is significant because …
!	○ Shocking statements or parts ○ Emotional parts	• I was shocked to read that … (further explanation) • The part about ___ made me feel …
O	○ Ideas/sections you connect with ○ What this reminds you of	• This section reminded me of… • This experience connects with my own experience in that…

[Jack] "We want meat."

[Ralph] "Well, we haven't got any yet. And we want shelters. Besides, the rest of your hunters came back hours ago. They've been swimming."

"I went on," said Jack. "I let them go. I had to go on. I—"

He tried to convey the compulsion to track down and kill that was swallowing him up.

"I went on. I thought, by myself—"

The madness came into his eyes again.

"I thought I might kill."

"But you didn't."

"I thought I might."

Some hidden passion vibrated in Ralph's voice.

"But you haven't yet."

His invitation might have passed as casual, were it not for the undertone.

"You wouldn't care to help with the shelters, I suppose?"

"We want meat—"

"And we don't get it."

Now the antagonism was audible.

"But I shall! Next time! I've got to get a barb on this spear! We wounded a pig and the spear fell out. If we could only make barbs—"

"We need shelters."

Suddenly Jack shouted in rage.

"Are you accusing—?"

"All I'm saying is we've worked dashed hard. That's all."

They were both red in the face and found looking at each other difficult.

New! Directions: Complete the following two columns of this chart as you did for Chapter 2. This time, however, after you have completed the first two columns on your own, you will share them with a partner. In the third column, you will write down what your partner's response to your ideas.

Symbol	Why you chose this symbol (comment/question)	Partner's comment/question/response

THINKING ABOUT THE BIG IDEA: Society Influences and shapes individuals

In this chapter, Ralph talks to Jack about the nightmares the younger boys have been experiencing about a "beastie" or "snake-thing" one of them claimed to see in the forest. Should this fear among the boys be something Ralph and Jack should be worried about? Why or why not?

CHAPTER JOURNAL

	Develop What new information do we learn in this chapter about him?	**Interact** How does he interact with others?	**Advance the Plot** What problems does he cause that now need to be solved?
Jack			
Ralph			

Philosophies of Thomas Hobbes

The State of Nature

To establish these conclusions, Hobbes invites us to consider what life would be like in a state of nature, that is, a condition without government. Perhaps we would imagine that people might fare best in such a state, where each decides for herself how to act, and is judge, jury and executioner in her own case whenever disputes arise—and that at any rate, this state is the appropriate baseline against which to judge the justifiability of political arrangements. Hobbes terms this situation “the condition of mere nature”, a state of perfectly private judgment, in which there is no agency with recognized authority to arbitrate disputes and effective power to enforce its decisions.

Hobbes's near descendant, John Locke, insisted in his *Second Treatise of Government* that the state of nature was indeed to be preferred to subjection to the arbitrary power of an absolute sovereign. But Hobbes famously argued that such a “dissolute condition of masterlesse men, without subjection to Lawes, and a coercive Power to tye their hands from rapine, and revenge” would make impossible all of the basic security upon which comfortable, sociable, civilized life depends. There would be “no place for industry, because the fruit thereof is uncertain; and consequently no culture of the earth; no navigation, nor use of the commodities that may be imported by Sea; no commodious Building; no Instruments of moving and removing such things as require much force; no Knowledge of the face of the Earth; no account of Time; no Arts; no Letters; and which is worst of all, continuall feare, and danger of violent death; And the life of man, solitary, poore, nasty, brutish, and short.” If this is the state of nature, people have strong reasons to avoid it, which can be done only by submitting to some mutually recognized public authority, for “so long a man is in the condition of mere nature, (which is a condition of war,) as private appetite is the measure of good and evill.”

Although many readers have criticized Hobbes's state of nature as unduly pessimistic, he constructs it from a number of individually plausible empirical and normative assumptions. He assumes that people are sufficiently similar in their mental and physical attributes that no one is invulnerable nor can expect to be able to dominate the others. Hobbes assumes that people generally “shun death”, and that the desire to preserve their own lives is very strong in most people. While people have local affections, their benevolence is limited, and they have a tendency to partiality. Concerned that others should agree with their own high opinions of themselves, people are sensitive to slights. They make evaluative judgments, but often use seemingly impersonal terms like ‘good’ and ‘bad’ to stand for their own personal preferences. They are curious about the causes of events, and anxious about their futures; according to Hobbes, these characteristics incline people to adopt religious beliefs, although the content of those beliefs will differ depending upon the sort of religious education one has happened to receive.

With respect to normative assumptions, Hobbes ascribes to each person in the state of nature a liberty right to preserve herself, which he terms “the right of nature”. This is the right to do whatever one sincerely judges needful for one's preservation; yet because it is at least possible

that virtually anything might be judged necessary for one's preservation, this theoretically limited right of nature becomes in practice an unlimited right to potentially anything, or, as Hobbes puts it, a right “to all things”. Hobbes further assumes as a principle of practical rationality, that people should adopt what they see to be the necessary means to their most important ends.

4. The State of Nature Is a State of War

Taken together, these plausible descriptive and normative assumptions yield a state of nature potentially fraught with divisive struggle. The right of each to all things invites serious conflict, especially if there is competition for resources, as there will surely be over at least scarce goods such as the most desirable lands, spouses, etc. People will quite naturally fear that others may (citing the right of nature) invade them, and may rationally plan to strike first as an anticipatory defense. Moreover, that minority of prideful or “vain-glorious” persons who take pleasure in exercising power over others will naturally elicit preemptive defensive responses from others. Conflict will be further fueled by disagreement in religious views, in moral judgments, and over matters as mundane as what goods one actually needs, and what respect one properly merits. Hobbes imagines a state of nature in which each person is free to decide for herself what she needs, what she's owed, what's respectful, right, pious, prudent, and also free to decide all of these questions for the behavior of everyone else as well, and to act on her judgments as she thinks best, enforcing her views where she can. In this situation where there is no common authority to resolve these many and serious disputes, we can easily imagine with Hobbes that the state of nature would become a “state of war”, even worse, a war of “all against all”.

5. Further Questions About the State of Nature

In response to the natural question whether humanity ever was generally in any such state of nature, Hobbes gives three examples of putative states of nature. First, he notes that all sovereigns are in this state with respect to one another. This claim has made Hobbes the representative example of a “realist” in international relations. Second, he opined that many now civilized peoples were formerly in that state, and some few peoples—“the savage people in many places of America” (*Leviathan*, XIII), for instance—were still to his day in the state of nature. Third and most significantly, Hobbes asserts that the state of nature will be easily recognized by those whose formerly peaceful states have collapsed into civil war. While the state of nature's condition of perfectly private judgment is an abstraction, something resembling it too closely for comfort remains a perpetually present possibility, to be feared, and avoided.

Do the other assumptions of Hobbes's philosophy license the existence of this imagined state of isolated individuals pursuing their private judgments? Probably not, since, as feminist critics among others have noted, children are by Hobbes's theory assumed to have undertaken an obligation of obedience to their parents in exchange for nurturing, and so the primitive units in the state of nature will include families ordered by internal obligations, as well as individuals. The bonds of affection, sexual affinity, and friendship—as well as of clan membership and shared religious belief—may further decrease the accuracy of any purely individualistic model of the state of nature. This concession need not impugn Hobbes's analysis of conflict in the state of nature, since it may turn out that competition, diffidence and glory-seeking are disastrous sources

of conflicts among small groups just as much as they are among individuals. Still, commentators seeking to answer the question how precisely we should understand Hobbes's state of nature are investigating the degree to which Hobbes imagines that to be a condition of interaction among isolated individuals.

Another important open question is that of what, exactly, it is about human beings that makes it the case (supposing Hobbes is right) that our communal life is prone to disaster when we are left to interact according only to our own individual judgments. Perhaps, while people do wish to act for their own best long-term interest, they are shortsighted, and so indulge their current interests without properly considering the effects of their current behavior on their long-term interest. This would be a type of failure of rationality. Alternatively, it may be that people in the state of nature are fully rational, but are trapped in a situation that makes it individually rational for each to act in a way that is sub-optimal for all, perhaps finding themselves in the familiar 'prisoner's dilemma' of game theory. Or again, it may be that Hobbes's state of nature would be peaceful but for the presence of persons (just a few, or perhaps all, to some degree) whose passions overrule their calmer judgments; who are prideful, spiteful, partial, envious, jealous, and in other ways prone to behave in ways that lead to war. Such an account would understand irrational human passions to be the source of conflict. Which, if any, of these accounts adequately answers to Hobbes's text is a matter of continuing debate among Hobbes scholars. Game theorists have been particularly active in these debates, experimenting with different models for the state of nature and the conflict it engenders.

6. The Laws of Nature

Hobbes argues that the state of nature is a miserable state of war in which none of our important human ends are reliably realizable. Happily, human nature also provides resources to escape this miserable condition. Hobbes argues that each of us, as a rational being, can see that a war of all against all is inimical to the satisfaction of her interests, and so can agree that "peace is good, and therefore also the way or means of peace are good". Humans will recognize as imperatives the injunction to seek peace, and to do those things necessary to secure it, when they can do so safely. Hobbes calls these practical imperatives "Lawes of Nature", the sum of which is not to treat others in ways we would not have them treat us. These "precepts", "conclusions" or "theorems" of reason are "eternal and immutable", always commanding our assent even when they may not safely be acted upon. They forbid many familiar vices such as iniquity, cruelty, and ingratitude. Although commentators do not agree on whether these laws should be regarded as mere precepts of prudence, or rather as divine commands, or moral imperatives of some other sort, all agree that Hobbes understands them to direct people to submit to political authority. They tell us to seek peace with willing others by laying down part of our "right to all things", by mutually covenanting to submit to the authority of a sovereign, and further direct us to keep that covenant establishing sovereignty.

7. Establishing Sovereign Authority

When people mutually covenant each to the others to obey a common authority, they have established what Hobbes calls "sovereignty by institution". When, threatened by a conqueror,

they covenant for protection by promising obedience, they have established “sovereignty by acquisition”. These are equally legitimate ways of establishing sovereignty, according to Hobbes, and their underlying motivation is the same—namely fear—whether of one's fellows or of a conqueror. The social covenant involves both the renunciation or transfer of right and the authorization of the sovereign power. Political legitimacy depends not on how a government came to power, but only on whether it can effectively protect those who have consented to obey it; political obligation ends when protection ceases.

8. Absolutism

Although Hobbes offered some mild pragmatic grounds for preferring monarchy to other forms of government, his main concern was to argue that effective government—whatever its form—must have absolute authority. Its powers must be neither divided nor limited. The powers of legislation, adjudication, enforcement, taxation, war-making (and the less familiar right of control of normative doctrine) are connected in such a way that a loss of one may thwart effective exercise of the rest; for example, legislation without interpretation and enforcement will not serve to regulate conduct. Only a government that possesses all of what Hobbes terms the “essential rights of sovereignty” can be reliably effective, since where partial sets of these rights are held by different bodies that disagree in their judgments as to what is to be done, paralysis of effective government, or degeneration into a civil war to settle their dispute, may occur.

Similarly, to impose limitation on the authority of the government is to invite irresoluble disputes over whether it has overstepped those limits. If each person is to decide for herself whether the government should be obeyed, factional disagreement—and war to settle the issue, or at least paralysis of effective government—are quite possible. To refer resolution of the question to some further authority, itself also limited and so open to challenge for overstepping its bounds, would be to initiate an infinite regress of non-authoritative ‘authorities’ (where the buck never stops). To refer it to a further authority itself unlimited, would be just to relocate the seat of absolute sovereignty, a position entirely consistent with Hobbes's insistence on absolutism. To avoid the horrible prospect of governmental collapse and return to the state of nature, people should treat their sovereign as having absolute authority.

9. The Limits of Political Obligation

While Hobbes insists that we should regard our governments as having absolute authority, he reserves to subjects the liberty of disobeying some of their government's commands. He argues that subjects retain a right of self-defense against the sovereign power, giving them the right to disobey or resist when their lives are in danger. He also gives them seemingly broad resistance rights in cases in which their families or even their honor are at stake. These exceptions have understandably intrigued those who study Hobbes. His ascription of apparently inalienable rights—what he calls the “true liberties of subjects”—seems incompatible with his defense of absolute sovereignty. Moreover, if the sovereign's failure to provide adequate protection to subjects extinguishes their obligation to obey, and if it is left to each subject to judge for herself the adequacy of that protection, it seems that people have never really exited the fearsome state of nature. This aspect of Hobbes's political philosophy has been hotly debated ever since

Hobbes's time. Bishop Bramhall, one of Hobbes's contemporaries, famously accused *Leviathan* of being a “Rebell's Catechism.” More recently, some commentators have argued that Hobbes's discussion of the limits of political obligation is the Achilles' heel of his theory. It is not clear whether or not this charge can stand up to scrutiny, but it will surely be the subject of much continued discussion.

10. Religion and Social Instability

The last crucial aspect of Hobbes's political philosophy is his treatment of religion. Hobbes progressively expands his discussion of Christian religion in each revision of his political philosophy, until it comes in *Leviathan* to comprise roughly half the book. There is no settled consensus on how Hobbes understands the significance of religion within his political theory. Some commentators have argued that Hobbes is trying to demonstrate to his readers the compatibility of his political theory with core Christian commitments, since it may seem that Christians' religious duties forbid their affording the sort of absolute obedience to their governors which Hobbes's theory requires of them. Others have doubted the sincerity of his professed Christianity, arguing that by the use of irony or other subtle rhetorical devices, Hobbes sought to undermine his readers' religious beliefs. Howsoever his intentions are properly understood, Hobbes's obvious concern with the power of religious belief is a fact that interpreters of his political philosophy must seek to explain.

Totalitarianism

From Wikipedia, the free encyclopedia

Totalitarianism or **totalitarian state** is a term used by some political scientists to describe a political system in which the state holds total authority over the society and seeks to control all aspects of public and private life wherever possible.[1]

The concept of totalitarianism was first developed in a positive sense in the 1920s by the Weimar German jurist, and later Nazi academic, Carl Schmitt and Italian fascists. Schmitt used the term, *Totalstaat* in his influential work on the legal basis of an all-powerful state.[2] The concept became prominent in Western anti-communist political discourse during the Cold War era, in order to highlight perceived similarities between Nazi Germany and other Fascist states on the one hand, and Soviet Communist Party states on the other.[3][4][5][6][7]

Other movements and governments have also been described as totalitarian. The leader of the historic Spanish reactionary conservative movement called the Spanish Confederation of the Autonomous Right declared his intention to "give Spain a true unity, a new spirit, a totalitarian polity..." and went on to say "Democracy is not an end but a means to the conquest of the new state. When the time comes, either parliament submits or we will eliminate it."[8]

Benito Mussolini

The notion of totalitarianism as a "total" political power by state was formulated in 1923 by Giovanni Amendola, who described Italian Fascism as a system fundamentally different from conventional dictatorships.[9] The term was later assigned a positive meaning in the writings of Giovanni Gentile, Italy's most prominent philosopher and leading theorist of fascism. He used the term "totalitario" to refer to the structure and goals of the new state, which was to provide the "total representation of the nation and total guidance of national goals."[10] He described totalitarianism as a society in which the ideology of the state had influence, if not power, over most of its citizens.[11] According to Benito Mussolini, this system politicizes everything spiritual and human: "Everything within the state, nothing outside the state, nothing against the state.[9] He stated that "We must finish once and for all with the neutrality of chess. We must condemn once and for all the formula 'chess for the sake of chess', like the formula 'art for art's sake'. We must organize shockbrigades of chess-players, and begin immediate realization of a Five-Year Plan for chess."[12]

Early concepts and use

One of the first to use the term "totalitarianism" in the English language was the Austrian writer Franz Borkenau in his 1938 book *The Communist International*, in which he commented that it more united the Soviet and German dictatorships than divided them.[13] Syngman Rhee, the first president of Korea, has used the term "totalitarianism" in his book *Japan Inside Out*(1941) to categorize the Japanese rule over many Asian nations against the democratic world, where individuals are of greater importantance han the society itself. Isabel Paterson, in *The God of the Machine* (1943), used the term in connection with the Soviet Union and Nazi Germany.

Adolf Hitler

F.A. Hayek helped develop the idea of totalitarianism in his classic defense of economic competition *The Road to Serfdom* (1944). In his Introduction, Hayek contrasts Western Anglo values with Nazi Germany under Adolf Hitler, stating that "the conflict between the National-Socialist "Right" and the "Left" in Germany is the kind of conflict that will always arise between rival socialist factions". He later conflates "Germany, Italy and Russia" going on to say that "the history of these countries in the years before the rise of the totalitarian system showed few features with which we are not familiar" (Chapter 1, The Abandoned Road). Nautica carcereny During a 1945 lecture series entitled *The Soviet Impact on the Western World* (published as a book in 1946), the pro-Soviet British historian E. H. Carr claimed that "The trend away from individualism and towards totalitarianism is everywhere unmistakable", and that Marxism-Leninism was much the most successful type of totalitarianism, as proved by Soviet industrial growth and the Red Army's role in defeating Germany. Only the "blind and incurable" could ignore the trend towards totalitarianism, said Carr.[14]

Karl Popper, in *The Open Society and Its Enemies* (1945) and *The Poverty of Historicism* (1961), articulated an influential critique of totalitarianism: in both works, he contrasted the "open society" of liberal democracy with totalitarianism, and argued that the latter is grounded in the belief that history moves toward an immutable future in accordance with knowable laws.

In *The Origins of Totalitarianism*, Hannah Arendt argued that Nazi and State communist regimes were new forms of government, and not merely updated versions of the old tyrannies. According to Arendt, the source of the mass appeal of totalitarian regimes is their ideology, which provides a comforting, single answer to the mysteries of the past, present, and future. For Nazism, all history is the history of race struggle; and, for Marxism, all history is the history of class struggle. Once that premise is accepted, all actions of the state can be justified by appeal to Nature or the Law of History, justifying their establishment of authoritarian state apparatus.[15]

In addition to Arendt, many scholars from a variety of academic backgrounds and ideological positions have closely examined totalitarianism. Among the most noted commentators on totalitarianism are Raymond Aron, Lawrence Aronsen, Franz Borkenau, Karl Dietrich Bracher, Zbigniew Brzezinski, Robert Conquest, Carl Joachim Friedrich, Eckhard Jesse, Leopold Labedz, Walter Laqueur, Claude Lefort, Juan Linz, Richard Löwenthal, Karl Popper, Richard Pipes, Leonard Schapiro, and Adam Ulam. Each one of these describes totalitarianism in slightly different ways. They all agree, however, that totalitarianism seeks to mobilize entire populations in support of an official state ideology, and is intolerant of activities which are not directed towards the goals of the state, entailing repression or state control of business, labour unions, churches or political parties.

Differences between authoritarian and totalitarian regimes

The term 'an authoritarian regime' denotes a state in which the single power holder - an individual 'dictator', a committee or a junta or an otherwise small group of political elite - monopolizes political power. However, a totalitarian regime attempts to control virtually all aspects of the social life including economy, education, art, science, private life and morals of citizens. "The officially proclaimed ideology penetrates into the deepest reaches of societal structure and the totalitarian government seeks to completely control the thoughts and actions of its citizens ."[9]

Totalitarianism is an extreme version of authoritarianism. Authoritarianism primarily differs from totalitarianism in that social and economic institutions exist that are not under governmental control. Building on the work of Yale political scientist Juan Linz, Paul C. Sondrol of the University of Colorado at Colorado

Springs has examined the characteristics of authoritarian and totalitarian dictators and organized them in a chart:[16][*unreliable source?*]

	Totalitarianism	Authoritarianism
Charisma	High	Low
Role conception	Leader as function	Leader as individual
Ends of power	Public	Private
Corruption	Low	High
Official ideology	Yes	No
Limited pluralism	No	Yes
Legitimacy	Yes	No

Sondrol argues that while both authoritarianism and totalitarianism are forms of autocracy, they differ in "key dichotomies":

(1) Unlike their bland and generally unpopular authoritarian brethren, totalitarian dictators develop a charismatic 'mystique' and a mass-based, pseudo-democratic interdependence with their followers via the conscious manipulation of a prophetic image.

(2) Concomitant role conceptions differentiate totalitarians from authoritarians. Authoritarians view themselves as individual beings, largely content to control; and often maintain the status quo. Totalitarian self-conceptions are largely teleological. The tyrant is less a person than an indispensable 'function' to guide and reshape the universe.

(3) Consequently, the utilisation of power for personal aggrandizement is more evident among authoritarians than totalitarians. Lacking the binding appeal of ideology, authoritarians support their rule by a mixture of instilling fear and granting rewards to loyal collaborators, engendering a kleptocracy.[16]

Thus, compared to totalitarian systems, authoritarian systems may also leave a larger sphere for private life, lack a guiding ideology, tolerate some pluralism in social organization, lack the power to mobilize the whole population in pursuit of national goals, and exercise their power within relatively predictable limits.

Chapter 4

Close Read: Read the following selection below. Choose **three** of the five symbols from the Close Read Symbol chart below to do a close read of the text. (This means that you will underline the part you want to put a symbol next to, and put the symbol in the margin next to what you underlined.)

Symbol	Comments/Question/Response	Sample Language Support
?	o Questions I have o Confusing parts for me	• My question about this part is: • I'm confused about this part because…
+	o Ideas/statements I agree with	• I agree with this character because…
-	o Ideas/statements I disagree with	• I disagree with this character because …
*****	o Significant ideas	• I think this part is significant because …
!	o Shocking statements or parts o Emotional parts	• I was shocked to read that … (further explanation) • The part about ___ made me feel …
O	o Ideas/sections you connect with o What this reminds you of	• This section reminded me of… • This experience connects with my own experience in that…

[Ralph] "You let the fire go out."

…"We can light the fire again. You should have been with us, Ralph. We had a smashing time . . . There was lashings of blood," said Jack, laughing and shuddering, "you should have seen it! …"

Ralph spoke again, hoarsely. He had not moved.

"You let the fire go out."

This repetition made Jack uneasy. He looked at the twins and then back at Ralph . . .

"The fire's only been out an hour or two. We can light up again—"

… "There was a ship. Out there. You said you'd keep the fire going and you let it out!" He took a step toward Jack, who turned and faced him.

"They might have seen us. We might have gone home—"

This was too bitter for Piggy, who forgot his timidity in the agony of his loss. He began to cry out, shrilly:

"You and your blood, Jack Merridew! You and your hunting! We might have gone home—"

Ralph pushed Piggy to one side.

"I was chief, and you were going to do what I said . . ."

He turned away, silent for a moment. Then his voice came again on a peak of feeling.

"There was a ship—"

One of the smaller hunters began to wail…

Jack realizes what he has done. He can't take his anger out on Ralph, so he takes it out on Piggy instead, breaking his glasses in the process. He apologizes for allowing the fire to go out, but Ralph refuses to accept it. Jack finally relights the fire and they start to cook the pig. At first, Ralph refuses to eat the pig, but then finally gives in. He is still silent and angry. The hunters start to tell the story of how they killed the pig, dancing and singing, "Kill the pig. Cut her throat. Bash her in."

Ralph watched them, envious and resentful. Not till … the chant died away did he speak.

"I'm calling an assembly . . . With the conch. I'm calling a meeting even if we have to go on into the dark. Down on the platform. When I blow it. Now."

He turned away and walked off, down the mountain.

HINKING ABOUT THE BIG IDEA: Society Influences and shapes individuals

Directions: Read the following paragraph. While it may seem an unimportant part of the story, it includes foreshadowing of what may become of the boys' society.

Roger stooped, picked up a stone, and threw it at Henry—threw it to miss … Roger gathered a handful of stones and began to throw them. Yet there was a space round Henry, perhaps six yards in diameter, into which he dare not throw. Here, invisible yet strong, was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law. Roger's arm was conditioned by a civilization that knew nothing of him and was in ruins.

Say	**Mean** What does it mean?	**Matter** Why does it matter?
Roger made sure that the stones landed at least 6 yards from Henry. The paragraph states that this was because of the "taboo of the old life" and because the child was protected by "parents and school and policemen and the law."		
"Roger's arm was conditioned by a civilization that knew nothing of him and was in ruins."		

Short Answer: If the only thing holding Roger back from actually hitting little Henry with the stones are his memories from the past, what happens when those memories start to disappear?

CHAPTER JOURNAL

	Develop What new information do we learn in this chapter about him?	**Interact** How does he interact with others?	**Advance the Plot** What problems does he cause that now need to be solved?
Jack			
Ralph			

Lord of the Flies – Symbols

A symbol is something concrete that represents another thing or idea. In *Lord of the Flies* a lot of things we encounter are given a symbolic meaning.

The Conch Shell

The conch shell stands for _____.
It is an actual vessel of political legitimacy and democratic power. As the island civilisation erodes and the boys descend into savagery, the conch shell loses its power and influence among them.

> *Because the rules are the only thing we've got.*
> *If you don't blow, we'll soon be animals anyway.*
> *He can hold it when he's speaking.*

The Glasses

The glasses represent _____.
This symbolic significance is clear from the start of the novel, when the boys use the lenses from Piggy's glasses to focus the sunlight and start a fire.

> *If the fire's right out, we'll need them-*
> *He polished his glass again and went back to his subject.*
> *They blinded me. See?*

The Fire

The fire symbolises _____.
When the fire burns low or goes out, we realise that the boys have lost sight of their desire to be rescued and have accepted their savage lives on the island.

> *There's only one thing we can do to get out of this mess.*
> *We can help them to find us.*
> *I wonder how far off you could see that.*

The Island

At the beginning the island might be considered paradise on earth (before the arrival of the boys), but soon it is made clear that it rather represents _____. It is a microcosm representing the world.

> *We may stay here till we die.*
> *Perhaps there aren't any grown-ups anywhere.*
> *Then gradually the almost infinite size of this water forced itself on his attention.*

The Parachutist

The parachutist is a sign from the world of grown-ups, a sign of _____.

> *If only they could send us something grown-up […] a sign or something.*
> *But a sign came down from the world of grown-ups, though at the time there was no child awake to read it.*
> *The tangle of lines showed him the mechanics of this parody.*

The Masks

The masks represent the _____.

The Beast

The imaginary beast that frightens all the boys stands for the primal instinct of _____ that that resides within all human beings, the dark side of human nature. The boys are afraid of the beast, but only Simon reaches the realisation that they fear the beast because it exists within each of them. By the end of the novel, the boys are leaving it sacrifices and treating it as a totemic god.

The Lord of the Flies

The pig's head impaled on a stake stands for _____. This complicated symbol becomes the most important image in the novel when Simon confronts the pig's head in the glade and it seems to speak to him, telling him that evil lies within every human heart and promising to have some "fun" with him. (This "fun" foreshadows Simon's death in the following chapter.) In this way, the Lord of the Flies becomes both a physical manifestation of the beast, a symbol of the power of evil, and a kind of _____ figure who evokes the beast within each human being. Looking at the novel in the context of biblical parallels, the Lord of the Flies recalls the devil, just as Simon recalls Jesus. In fact, the name "Lord of the Flies" is a literal translation of the name of the biblical name Beelzebub, a powerful demon in hell sometimes thought to be the devil himself.

> *As if it wasn't a good island.*
> *There was a blackness within, a blackness that spread.*
> *Then he backed away, keeping his face to the skull that lay grinning at the sky.*

The Butterflies

The butterflies stand for Simon's _____.

Beelzebub

Beelzebub is said to be many things, but is often heard of as a fallen angel and Satan's right hand man, or his lieutenant. He was in command of disease, and it is known that flies congregate around corpses, and spreads diseases from the dead to the living. The name Beelzebub is derived from the name Ba'al Zebûb, meaning "Lord of the Flies" (ba'al being Hebrew for lord, and zebûb meaning the noun fly.) Ba'al Zebûb was the deity worshipped in the Philistine city of Ekron; one of the demonizations of the deity is thought to have been one basis for the personification of Satan. In the poem *Paradise Lost* Beelzebub was an angel that was cast down from heaven and imprisoned in hell with Satan, after losing a war. Before being hurled down to hell, they were the brightest angels in all of heaven. Beelzebub presents a plan for a furtive revenge against God by perverting man, and tries to sabatoge paradise and mortal man. Satan advocates a new course of action: attack mortal man. Beelzebub is described as "less in power and excellence (than themselves) but favored more by God (*Paradise Lost* Book 2, lines 349-50)." Beelzebub explains that the best revenge on god would be seducing man to follow Satan.

Beelzebub appears in many different forms, usually as a fly, a gargantuan cow, or a male goat with a long tail. Sometimes he is even described to have cavernous nostrils, two big horns that sprout out from his head, ducks feet, a lions tail and covered entirely in black hair with large bat wings that adorn his back.

Directions: Choose ONE of the essay prompts below to answer in an essay.

Essay Prompt #1:
Choose one of the main characters (Jack or Ralph) and analyze how a lack of society on the island influenced that character throughout the novel.

Essay Prompt #2:
Compare and contrast the two main characters (Jack and Ralph). How are they similar? How do they differ? How did they both try to develop different forms of government on the island?

SANTA BARBARA CITY COLLEGE
CLRC Writing Center

Writing a Compare/Contrast Essay

As always, the instructor and the assignment sheet provide the definitive expectations and requirements for any essay. Here is some general information about the organization for this type of essay:

- A **comparison** essay notes either *similarities*, or *similarities and differences*.
- A **contrast** essay notes only *differences*.
- The comparison or contrast should **make a point** or **serve a purpose**. Often such essays do one of the following:
    - **Clarify** something unknown or not well understood.
    - Lead to a fresh **insight** or new way of viewing something.
    - Bring one or both of the subjects into sharper **focus**.
    - Show that one subject is **better** than the other.
- The **thesis** can present the subjects and indicate whether they will be compared, contrasted, or both.
- The **same points** should be discussed for both subjects; it is not necessary, however to give both subjects the same degree of development.
- Some common **organizational** structures include: (see note below)
    - Block method (subject by subject)
    - Point by point
    - Comparisons followed by contrasts (or the reverse)
- Use detailed topic sentences and the following connecting words to make the relationship between your subjects clear to your reader:

Connectors That Show Comparison (Similarities)

In additon	*Correspondingly*	*Compared to*
Similarly	*Just as*	*As well as*
Likewise	*Same as*	*At the same time*

Connectors That Show Contrast (Differences)

However	*On the contrary*	*On the other hand*
Even though	*In contrast*	*Although*
Unlike	*Conversely*	*Meanwhile*

See the other side of this page of a detailed example for both the Block Method and the Point-by-Point method. For a blank chart to organize your own essay, use the Compare/Contrast Essay Worksheet

Writing a Compare/Contrast Essay

The following example contains an element of the author's opinion, but not all compare/contrast assignments allow for that. Always check your assignment sheet and ask your instructor for clarificaion about including your opinion.

	Point-by-Point Method	Block Method
Intro	• Introduction of general topic • Specific topic • **Thesis** = areas to be covered in this essay: *Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner's lifestyle, finances, and household accommodations.*	• Introduction of general topic • Specific topic • **Thesis** = areas to be covered in this essay: *Both cats and dogs make excellent pets, but an appropriate choice depends on the pet owner's lifestyle, finances, and household accommodations.*
Body Paragraph 1	**Topic Sentence - Aspect 1** *Cats make less of an impact on an owner's lifestyle.* **Topic 1 - Aspect 1:** *Cats* • **Detail:** Don't have to be watched during the day • **Detail:** Easier to get care if owner travels **Topic 2 - Aspect 1:** *Dogs* • **Detail:** Pack animals shouldn't be left alone • **Detail:** Harder to get care when away **Transition Sentence**	**Topic Sentence – Topic 1** *Cats are easier and less expensive to care for.* **Aspect 1**: Lifestyle • **Detail:** *Don't have to be watched during the day* • **Detail:** *Easier to get care if owner travels* **Aspect 2:** Cost • **Detail:** *Food and health care are usually less expensive* • **Detail:** *Less likely to cause property damage* **Aspect 3:** House accommodations • **Detail**: *Don't take up much space* • **Detail:** *Less intrusive* **Transition Sentence**
Body Paragraph 2	**Topic Sentence - Aspect 2** *Cats are less expensive to own and care for.* **Topic 1 - Aspect 2:** Cats • **Detail:** *Food and health care are usually less expensive* • **Detail:** *Less likely to cause property damage* **Topic 2 - Aspect 2:** Dogs • **Detail:** *Food is more expensive* • **Detail:** *Over-breeding causes some health problems* **Transition Sentence**	**Topic Sentence – Topic 2** *Dogs are active and loyally engaging pets.* **Aspect 1** – Lifestyle • **Detail:** *Pack animals shoudn't be left alone* • **Detail:** *Harder to get care when away Need more living space* **Aspect 2** – Cost • **Detail:** *Food is more expensive* • **Detail:** Over-b*reeding causes some health problems* **Aspect 3 –** House accommodations • **Detail:** *Often need yard and fence* • **Detail:** *Require more safety and protective measures* **Transition Sentence**
Body Paragraph 3	**Topic Sentence - Aspect 3** *Cats need few special house accommodation.* **Topic 1 - Aspect 3:** Cats • **Detail:** *Don't take up much space* • **Detail:** *Less intrusive* **Topic 2 - Aspect 3:** Dogs • **Detail:** *Often need yard and fence* • **Detail:** *Require more safety and protective* measures **Transition Sentence**	**Optional**: develop a paragraph to evaluate the comparison made in the essay*: Last summer, I was considering adopting a pet, so I visited the SPCA to gather more information about cats and dogs. I am a full time student and work part time in the evenings, so my lifestyle and schedule didn't seem conducive to owning a dog like I had originally planned. Now that I've had my cat Cookie for a few months, I see that she's the perfect fit and a great companion for me.*
Conclusion	• **Summary of main points** • **Evaluation** and/or possible future developments • **Significance** of topic to author: *When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner.*	• **Summary of main points** • **Evaluation** and/or possible future developments • **Significance** of topic to author*: When considering adopting a pet, a prospective owner must consider the lifestyle, finances, and household accommodations that the pet would require. Owners who neglect to compare these aspects will often not care for their pet in a safe manner.*

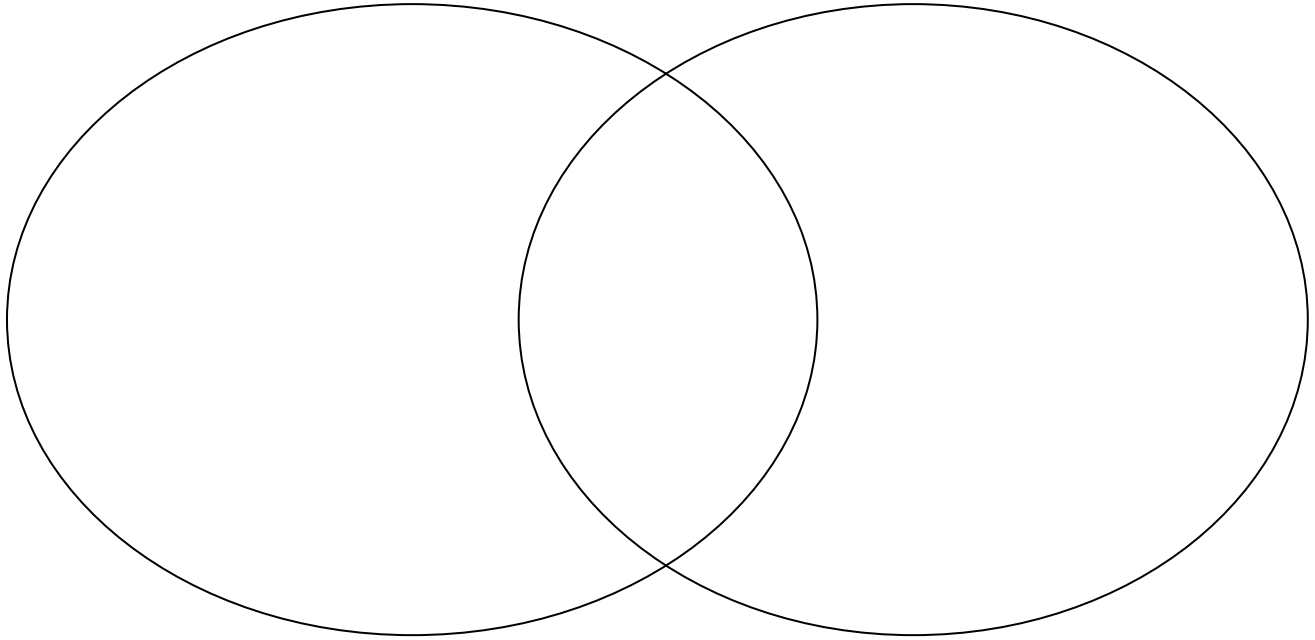
SANTA BARBARA CITY COLLEGE

CLRC Writing Center

Brainstorming for a Compare/Contrast Essay

1. Write each topic name above one of the circles. List attributes or qualities of that topic in the circle, placing any shared qualities in the overlapping section. Be specific and use details. *(Example:details of living in SB might include high cost of living, beach community, good schools, etc. Less effective qualities: not nice place, cool hangouts.)*
2. Circle the most important qualities in each list and match at least three opposites from one circle to another.

_____ _____



After completing steps 1-3, list the three categories or aspects that both items share:

1.

2.

3.

3. Review the lists and identify three *categories* or *aspects* that describe these details. *(Example:" beach community" detail for one topic and "big city" detail for the other = environment or setting as a category.)* List the categories in the box above.
4. Then choose one option (point by point or block method) to structure your essay. See examples in this handout.
5. Use the chart on the next page to organize your paragraphs as indicated. Add more ideas and details for each category as you think of them.

Compare and Contrast Essay Structure: Block Method

In the Block Method, each paragraph addresses ONE TOPIC ONLY from your pair of topics and includes the SHARED ASPECTS you have chosen to Compare to topic 2. Use the following chart to organize your ideas for your essay. *(See Venn diagram steps 1 – 5 for examples on topics, aspects, and details.)*

Block Method	My Essay
• **Introduction** o introduction of general topic o specific topic o areas to be covered in this essay	
• **Topic 1** o **Aspect 1** ▪ Detail ▪ Detail o **Aspect 2** ▪ Detail ▪ Detail o **Aspect 3** ▪ Detail ▪ Detail	**Topic Sentence:**
• **Topic 2** o **Aspect 1** ▪ Detail ▪ Detail o **Aspect 2** ▪ Detail ▪ Detail o **Aspect 3** ▪ Detail ▪ Detail	**Topic Sentence:**
• **Conclusion** o Summary of main points o Evaluation and/or possible future developments	

Compare and Contrast Essay Structure: Point by Point Method

In the Point-by-Point Method, each paragraph contains details on ONE ASPECT of BOTH TOPICS organized in the same order. Use the following chart to organize your ideas for your essay. *(See Venn diagram steps 1 – 5 for examples on topics, aspects, and details.)*

Point by Point Method	My Essay
o **Introduction** o introduction of general topic o specific topic o areas to be covered in this essay	
o **Topic 1 - Aspect 1** ▪ Detail ▪ Detail o **Topic 2 - Aspect 1** ▪ Detail ▪ Detail	**Topic Sentence:**
o **Topic 1 - Aspect 2** ▪ Detail ▪ Detail o **Topic 2 - Aspect 2** ▪ Detail ▪ Detail	**Topic Sentence:**
o **Topic 1 - Aspect 3** ▪ Detail ▪ Detail o **Topic 2 - Aspect 3** ▪ Detail ▪ Detail	**Topic Sentence:**
o **Conclusion** Summary of main points ▪ Evaluation and/or possible future developments	

Source referenced: http://www.efl.arts.gla.ac.uk/CampusOnly/essays/15web.htm

Compare / Contrast Essay Rubric

Category	Advanced 4	Proficienct 3	Basic 2	Below Basic 1	Score
Prewriting	Prewriting is **clear and well developed**. It matches the content in the essay.	Prewriting is **well developed.** It mostly matches the content in the essay.	Prewriting **is not very well developed** and/or does not match the content in the essay.	Prewriting is very **underdeveloped** and does not match the content in the essay.	
Introduction and Thesis Sentence	The introduction includes a hook and transitions to the thesis statement. The thesis statement names the topic of the essay, is logically placed within the paragraph and outlines the main points to be discussed.	The introduction includes a hook, transitions to the thesis statement, and is mostly effective. The thesis statement names the topic of the essay, but may not address all points of the paper.	A hook is present though not followed by important information. The introduction is somewhat effective. The thesis statement outlines some or all of the main points to be discussed.	The introduction is not effective or is not included. The thesis statement does not name the topic and does not preview what will be discussed.	
Body Paragraphs and Organization	Each of the body paragraphs includes a creative and well-written topic sentence, effectively constructed sentences with supporting details, and smooth transitions. The essay uses a pattern of organization appropriate for compare/contrast writing.	Each of the body paragraphs includes a well-written topic sentence, sentences with supporting details, and transitions.	Each of the body paragraphs includes a topic sentence and supporting sentences, but is not a smooth read and often lacks transitions.	Some or all of the body paragraphs lack topic sentences. The organization of some or all of the body paragraphs make for a difficult read because of poor sentence structure or lack of transitions.	
Balance/Ideas	The paragraphs include all of the necessary points that support the position statement. The ideas are presented in a balanced and coherent way. Each topic is balanced throughout the essay.	The paragraphs include the some of the necessary points that support the position statement, as outlined in the rough draft. One side is not represented more than the other.	The paragraphs include few of the necessary points that support the position statement, as outlined in the rough draft. One side may be represented somewhat more than the other.	The paragraphs include few to none of the necessary points that support the position statement, as outlined in the rough draft. One side is represented more than the other.	
Conclusion	The conclusion is strong and leaves the reader solidly understanding the writer's position. There is an effective restatement of the position statement. The author favors one institution over the other.	The conclusion is recognizable and is smooth to read. The author's position is restated.	The conclusion is recognizable. The author's position is restated within the closing paragraph.	The thesis is not restated or is found in the same wording as the introduction. The essay is not summed up.	
Conventions	Author makes virtually no errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes few errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes some errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes excessive errors in grammar, spelling or punctuation that distract the reader from the content.	
Works Cited	Perfectly formatted MLA works cited.	Some errors in MLA citation.	Attempt at citing works; incorrect format.	No works cited	

Total:_____/_____

Sample Language frames for Comparison and Contrast

Comparison **Commonly used transitions:** Likewise, Similarly, Along the same lines, In the same way,	1. _____ and _____ both show _____ 2. _____ and _____ are like in that they both _____. 3. _____ and _____ all show _____. 4. Likewise, both are _____ 5. Similarly, _____ and _____ are _____ 6. In the same way, _____ and _____ are _____. 7.
Contrast **Commonly used transitions:** Although, but, by contrast, Conversely, Despite the fact, even though, however, in contrast, Nevertheless, Nonetheless, On the contrary, On the other hand, regardless, Whereas, While, yet	1. _____ is _____, while _____ is _____. 2. _____ is_____, but _____ is _____ 3. _____ and _____ are different in that _____. 4. While _____ shows _____, _____ shows _____. 5. _____ is _____, on the other hand _____ is _____. 6. _____, yet _____. 7.Although _____, _____

Lord of the Flies by William Golding: A Digital Survival Challenge

Teaching Guide
Adapted from the work of Clare Lund

Introduction:
In this digital collaborative Project, your students will be researching and analyzing various types of government, survival strategies, and human rights issues. They will use this information in conjunction with what they learned and discussed as part of their *Lord of the Flies* novel study to come to a group consensus about the type of society they would like to create, including rationales from each piece of information they have analyzed. In addition, students will be required to include a section of their presentation

Aim:
This digital project will challenge students to create a society that will enable their survival on the island, while also protecting basic human rights.

Rationale:
This digital project will ask students to take what they have learned about in the *Lord of the Flies* unit and apply it to creating their own society. This will challenge their thinking process, strengthen their collaboration skills, and will provide an inquiry-based learning experience. They will be asked to examine the criteria used to create a society, and may have to participate in a debate with their group members in order to come to a consensus, which will require them to provide a rationale based on facts, but will also ask the students to analyze the importance of each piece of information they present to their group members. Through the process of inquiry, students construct much of their understanding of the natural and human-designed worlds, which will enable them to continue the quest for knowledge throughout life.

General Goals
- Apply the insight gained through a novel study of *Lord of the Flies*
- Analyze knowledge acquired through the research process of this collaborative digital project
- Work collaboratively to solve a problem that does not have a single “correct” answer

Subject Matter Description
- *Lord of the Flies* by William Golding
- Types of societies/government
- Survival
- Human rights

Learner Description:
10th grade language arts students who have already completed a novel study on William Golding's *Lord of the Flies*

Prerequisites:
- 8th grade reading level (or higher)
- Good interpersonal skills
- Strong research skills and ability to gather information from reliable sources

Learning Objectives:
After completing this collaborative digital project, students will be able to:
- Understand the importance of inquiry
- Prepare a proposal based on their research to share with their group members
- Work collaboratively with group members to create a society with a government and laws
- Write rationales for each aspect of their society, citing information from research
- Collaboratively present their society to the rest of the class

Materials:
- Pen/pencil and paper
- Computers
- Copy of *Lord of the Flies* to use as a reference

Instructional Plan:
1. Prior to starting the collaborative digital project, have a whole class discussion about what inquiry is, what the importance of inquiry is, and how students should apply inquiry to their group's creation of a society. Set parameters at this time about what a good proposal and rationale should include.
2. Students will break into groups of three. (Students with special needs accommodations could split up the duties involved with one of the roles, as a modification.)
3. Students will decide among themselves which role they each want to fulfill: political scientist, survivalist, or human rights activist.
4. Each student will independently research the information they were assigned to do, using the resources listed as a starting point, but possibly finding other valid, reputable Internet sources on their own. They will then create their proposal to share with the rest of the group.
5. The group will reconvene, and will take turns presenting what they have found. Now comes the challenging part—they must reach a consensus on what type of government they want to institute for their society, figure out an action plan for survival, and be sure all laws and consequences they create for their society protect human rights.
6. After deciding on the type of government, the plan for survival, and the list of rules and consequences (keeping human rights in mind), the group will work together to write rationales for each of these decisions. This will be handed in to the teacher in writing, and will be presented orally to the rest of the class.

Plan for Assessment & Evaluation:
Use the rubric provided to evaluate your students' work, and encourage them to use it to evaluate their own work throughout the process as well. The extent to which the students present their society is up to each individual teacher. They could create multimedia presentations, design 3-D models, or share the information in a more informal fashion.

Resources:
Political Scientist
https://www.cia.gov/library/publications/the-world-factbook/fields/2128.html
http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/world/united_nations/types_of_government
http://www2.scholastic.com/browse/article.jsp?id=5116
http://en.wikipedia.org/wiki/List_of_forms_of_government

Survivalist
http://www.disaster-survival-guide.com/emergency-kits.html#longterm
http://dsc.discovery.com/survival/how-to-survive/how-to-survive-tips.html
http://dsc.discovery.com/fansites/manvswild/tips/tips.html
http://www.adventuresportsonline.com/5basic.htm
http://www.wildwoodsurvival.com/

Human Rights Activist
http://www.amnesty.org/
http://www.hrw.org/
http://www.un.org/en/rights/index.shtml
http://www.state.gov/g/drl/hr/
http://www.humanrights.com/#/home

	10 points	8 points	6 points	2 points
Research	Each group member collected all of the research needed for his/her assigned task, and was able to correctly cite reputable sources	Each group member collected most of the research needed for his/her assigned task, but had some errors with sources	Not all group members collected enough research needed for his/her assigned task	More than one group member failed to collect enough research needed for his/her assigned task
Presentation of Society	The group as a whole was able to effectively present—both orally and in writing—their description of the society that they would create	The group presented their description of the society that they would create, but is lacking either in the oral portion or the written submission of their ideas	The group presented their description of the society that they would create, but is lacking in both the oral portion and the written submission of their ideas	The group failed to present their description of the society that they would create effectively to the rest of the class
Rationale	Each decision made about their society can be defended and explained, using information and examples gathered from their research, as well as references to Golding's text	Many of the rules and consequences can be defended and explained using information and examples gathered from their research, as well as references to Golding's text	The rules and consequences can only be defended and explained using either information and examples gathered from their research or Golding's text	The group fails to defend or explain their list of rules and consequences using information and examples gathered from their research and Golding's text
Comprehension	The rules and explanations presented show a clear and deep understanding of both the information gathered from research and Golding's text by all group members	The rules and explanations presented show a basic understanding of the information gathered from research and Golding's text by all group members	The rules and explanations presented show a understanding of the information gathered from research and Golding's text by some group members	The rules and explanations presented do not show an understanding of the information gathered from research or Golding's text
Collaboration	The group worked very well together, each member contributing equal levels of work and insight, resulting in a cohesive final product	The group worked well together, each member contributing work and insight, resulting in a cohesive final product	The group could have worked better together, and this is evident in a lack of cohesiveness in the final product	The group did not work well together, and as a result, did not present a cohesive or acceptable final product
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics and complies with the principles of good design.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the Product seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

Total: _____ / 60 points

Forms of Government

This entry gives the basic form of government. Definitions of the major governmental terms are as follows. (Note that for some countries more than one definition applies.):

Absolute monarchy - a form of government where the monarch rules unhindered, i.e., without any laws, constitution, or legally organized opposition.

Anarchy - a condition of lawlessness or political disorder brought about by the absence of governmental authority.

Authoritarian - a form of government in which state authority is imposed onto many aspects of citizens' lives.

Commonwealth - a nation, state, or other political entity founded on law and united by a compact of the people for the common good.

Communist - a system of government in which the state plans and controls the economy and a single - often authoritarian - party holds power; state controls are imposed with the elimination of private ownership of property or capital while claiming to make progress toward a higher social order in which all goods are equally shared by the people (i.e., a classless society).

Confederacy (Confederation) - a union by compact or treaty between states, provinces, or territories, that creates a central government with limited powers; the constituent entities retain supreme authority over all matters except those delegated to the central government.

Constitutional - a government by or operating under an authoritative document (constitution) that sets forth the system of fundamental laws and principles that determines the nature, functions, and limits of that government.

Constitutional democracy - a form of government in which the sovereign power of the people is spelled out in a governing constitution.

Constitutional monarchy - a system of government in which a monarch is guided by a constitution whereby his/her rights, duties, and responsibilities are spelled out in written law or by custom.

Democracy - a form of government in which the supreme power is retained by the people, but which is usually exercised indirectly through a system of representation and delegated authority periodically renewed.

Democratic republic - a state in which the supreme power rests in the body of citizens entitled to vote for officers and representatives responsible to them.

Dictatorship - a form of government in which a ruler or small clique wield absolute power (not restricted by a constitution or laws).

Ecclesiastical - a government administrated by a church.

Emirate - similar to a monarchy or sultanate, but a government in which the supreme power is in the hands of an emir (the ruler of a Muslim state); the emir may be an absolute overlord or a sovereign with constitutionally limited authority.

Federal (Federation) - a form of government in which sovereign power is formally divided - usually by means of a constitution - between a central authority and a number of constituent regions (states, colonies, or provinces) so that each region retains some management of its internal affairs; differs from a confederacy in that the central government exerts influence directly upon both individuals as well as upon the regional units.

Federal republic - a state in which the powers of the central government are restricted and in which the component parts (states, colonies, or provinces) retain a degree of self-government; ultimate sovereign power rests with the voters who chose their governmental representatives.

Islamic republic - a particular form of government adopted by some Muslim states; although such a state is, in theory, a theocracy, it remains a republic, but its laws are required to be compatible with the laws of Islam.

Maoism - the theory and practice of Marxism-Leninism developed in China by Mao Zedong (Mao Tse-tung), which states that a continuous revolution is necessary if the leaders of a communist state are to keep in touch with the people.

Marxism - the political, economic, and social principles espoused by 19th century economist Karl Marx; he viewed the struggle of workers as a progression of historical forces that would proceed from a class struggle of the proletariat (workers) exploited by capitalists (business owners), to a socialist "dictatorship of the proletariat," to, finally, a classless society - Communism.

Marxism-Leninism - an expanded form of communism developed by Lenin from doctrines of Karl Marx; Lenin saw imperialism as the final stage of capitalism and shifted the focus of workers' struggle from developed to underdeveloped countries.
Monarchy - a government in which the supreme power is lodged in the hands of a monarch who reigns over a state or territory, usually for life and by hereditary right; the monarch may be either a sole absolute ruler or a sovereign - such as a king, queen, or prince - with constitutionally limited authority.
Oligarchy - a government in which control is exercised by a small group of individuals whose authority generally is based on wealth or power.
Parliamentary democracy - a political system in which the legislature (parliament) selects the government - a prime minister, premier, or chancellor along with the cabinet ministers - according to party strength as expressed in elections; by this system, the government acquires a dual responsibility: to the people as well as to the parliament.
Parliamentary government (Cabinet-Parliamentary government) - a government in which members of an executive branch (the cabinet and its leader - a prime minister, premier, or chancellor) are nominated to their positions by a legislature or parliament, and are directly responsible to it; this type of government can be dissolved at will by the parliament (legislature) by means of a no confidence vote or the leader of the cabinet may dissolve the parliament if it can no longer function.
Parliamentary monarchy - a state headed by a monarch who is not actively involved in policy formation or implementation (i.e., the exercise of sovereign powers by a monarch in a ceremonial capacity); true governmental leadership is carried out by a cabinet and its head - a prime minister, premier, or chancellor - who are drawn from a legislature (parliament).
Presidential - a system of government where the executive branch exists separately from a legislature (to which it is generally not accountable).
Republic - a representative democracy in which the people's elected deputies (representatives), not the people themselves, vote on legislation.
Socialism - a government in which the means of planning, producing, and distributing goods is controlled by a central government that theoretically seeks a more just and equitable distribution of property and labor; in actuality, most socialist governments have ended up being no more than dictatorships over workers by a ruling elite.
Sultanate - similar to a monarchy, but a government in which the supreme power is in the hands of a sultan (the head of a Muslim state); the sultan may be an absolute ruler or a sovereign with constitutionally limited authority.
Theocracy - a form of government in which a Deity is recognized as the supreme civil ruler, but the Deity's laws are interpreted by ecclesiastical authorities (bishops, mullahs, etc.); a government subject to religious authority.
Totalitarian - a government that seeks to subordinate the individual to the state by controlling not only all political and economic matters, but also the attitudes, values, and beliefs of its population.

Wilderness survival techniques and tips

Generalized awareness of the skills needed to survive in a wilderness situation.

Whether you are simply going camping at a commercial campground, taking a short hike, or backpacking into a pristine wilderness area... be prepared. Never leave to chance those few articles that may become lifesavers. Above all, always let someone know your itinerary and the time you plan to return.

The following is a list of items that should be included in a basic survival kit:

1.Waterproof matches (stick matches in a 35mm film container) or a disposable lighter.

2.Fire starter

3.Rigid blade knife (Preferably serrated on one side of the blade) w/ sheath

4.Folding saw

5.Compass

6.Map of the area you are in

7.Signal mirror

8.Flashlight

9.Plastic tarp

10.50 to 100 feet of nylon cord (1/8 inch is adequate)

11.First aid kit

12.Coins for pay phones (here again a 35mm film container works well)

13.Full canteen

14.Emergency food rations

15.Water purification tablets/filter.

16.Fish hooks and fishing line

17.Police whistle

18.Toilet paper

Fire: When starting a fire find dry wood. Use the inner bark of trees, or look for the dead branches at the very bottom of fir trees. These are dead because they were denied sunlight by the branches above them. These same branches have probably protected them from getting wet. Start your fire small and gradually increase its size. Tinder will greatly enhance your chance for success. Take small branches and shred then with a knife or your fingers. You can use dead grass, bird's nests, wasp nests (unoccupied of course), inner bark from dead trees, or a strip of cloth from the tail of your shirt. Use anything that will ignite quickly. Place this in the center. Around this, build a teepee of small dry twigs. Once this is burning, slowly feed your fire with larger and larger pieces of wood. Always making sure the fire is burning freely before you progress to a larger piece of wood. Once this fire is burning do not let it go out.

Shelter: Do not make the mistake of trying to construct a large shelter. Make it just large enough to accommodate you. This is important, especially in cold climates, because you are going to have to heat it. Use the materials at hand. Dig out a pit and line it with something to insulate you from the ground. Your body heat can be lost very quickly lying on the bare ground. Use leaves, grass, or pine bows for this insulation. Create a frame with 2 "V" shaped sticks and a cross support. Cover this frame with materials at hand. Overlap them or place them in layers to make your shelter resistant to water and wind.

Water: In most areas, water is readily available. However, treat all water as if it were contaminated. Boil all water before you use it. Most organisms cannot stand up to a 10 or 12 minute boiling. Look for hills as water might be at their base. Animal trails will eventually lead you to water. Look for birds, as they will often circle a watering hole. Their flight patterns usually include a water source. Also watch the animals that you come across, they will scratch at the surface of the ground if water is just below the surface. Watch the insects. They will congregate on ground that is moist. If you are lucky enough to have a piece of plastic you can create a solar still. Another trick is to dig holes in the ground

and catch rainwater in them. Even a dry creek might still have water running underground.

Food: Starving to death is not an immediate problem. Most of us can endure 2 to 3 weeks of not eating and still survive. However, food is an important means of preserving our mental and emotional state, as well as a source of energy. If you find yourself stranded near a river or stream, fish can be a food source you would exploit. Fish can be caught with a line and hook, speared, or trapped. Watch eagles and hawks. Sometimes you will be able to scare them away from their catches. If you find a beaver dam find the weakest spot and pry it open. Stand by this small waterfall with a club and wait for fish or muskrats to come through. The beaver that built the dam is sure to come out to repair the damage. They can be eaten also. There are also many edible plants. Some are poisonous so be sure to learn how to find and prepare them before you need this skill. A good rule of thumb is to stay away from mushrooms and any plant that has a milky sap. Cattail roots, acorns, and the bark from trees are all edible. Lastly look for areas where ducks, geese, and other fowl are nesting. When they are roosting, you might be lucky enough to bring one or two down by throwing your club into their midst. If not the eggs they leave behind are edible.

Signal for help:

The most noticeable signal is your fire. It is easily seen at night. Be sure to build your fire where it can be seen. Build it in a clearing, hilltop, or on a lakeshore. During the daytime the smoke from your fire can be seen for many miles and in most wilderness areas there are firewatchers and rangers that investigate smoke sightings. Three fires arranged in a triangle, 100 feet apart is a distress signal to aircraft. Also when using hand/arm motions to signal aircraft hold both your arms above your head. This is the sign for help. One arm upraised indicates “ No Assistance Required”. Signal mirrors, lids from a can, broken glass with one side coated with mud, a brightly colored jacket or shirt tied to a long stick can all be used to attract attention.

The Universal Declaration of Human Rights

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

- All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

- Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

- Everyone has the right to life, liberty and security of person.

Article 4.

- No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

- Everyone has the right to recognition everywhere as a person before the law.

Article 7.

- All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

- Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

- No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

- Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

- No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18.

- Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

- Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

- Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

- Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

- Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

- Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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