

Standards Plus® – Language Arts – Grade 8**Strand:** Reading Informational Text**Focus:** Word Meaning**Lesson:** #21

Reading Informational Text Standard: RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Lesson Objective: Students will determine the meaning of words and phrases in a text.

Introduction: “Being a good reader requires lots of reading and practice determining word meaning. Today we’ll focus on determining word meanings from different informational texts.”

Instruction: “When you encounter an unknown word, you can decide to ignore it and read on, use a dictionary to learn the meaning, or try to make an educated guess about meaning based on the surrounding words in the same sentence or paragraph. When doing the latter, follow these steps:

Step 1: Ask yourself, *is it literal or figurative?* Literal language is intended to mean exactly what it says. Figurative language creates an image in the reader’s mind that often appeals to the senses.

Step 2: Consider the connotations associated with the words the author uses.

Step 3: Ask yourself, *Is it technical? Does it relate to a certain field of work or study (e.g., forestry, medicine, politics)? Does it contain a familiar Greek or Latin base form?* Look for clues the Writer may provide such as a definition directly in the text or the word written in bold-face type, inverted commas, italics, or diagrams. Check to see if the word is repeated, indicating importance.

Now we will practice what we have learned.”

Guided Practice: Project the Student Page. “Let’s do question 1 together. (Read directions, excerpt, and underlined word aloud.) Let’s look for clues to the meaning of the underlined word in the surrounding text. The words right before say it is large and circular and the words following say it was part of the ocean. (Guide the students through steps 1-3 above). So what does the underlined word mean? (See the key. Record the answer together.) Now you will continue on your own.”

Independent Practice: Review the directions. Monitor, prompt, and praise students as they work independently.

Review: After several minutes, review the answers. Ask students to explain how they figured out the meaning of the unknown words.

Closure: “How do we determine word meaning?”

Answers: Answers may vary. Possible answers include:

1. sunken place or part, lower than surroundings
2. fulfillment, contentment
3. puffy, airy, light, heavenly
4. charge, accusation, blame

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Literal: means exactly what it says

Figurative: creates an image and appeals to the senses

Technical: relates to a certain field of work or study

Directions: Read each excerpt and write the meaning of the underlined word or phrases on the lines provided. Be ready to explain how you determined the meaning.

1. It is about 7,000 years old and is a peat bog in a large, circular depression that used to be part of the ocean.

depression: _____

2. Our number one goal is customer satisfaction! If you are not satisfied with your purchase, return the merchandise to Greenelawn Gardening Supplies within 45 days.

satisfaction: _____

3. Her cream puffs practically float off the plate. Food critic Humberto Blini has called them “clouds of heaven.”

clouds of heaven: _____

4. Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote.

indictment: _____

Standards Plus® – Language Arts – Grade 8**Strand:** Reading Informational Text**Focus:** Word Choice and Tone**Lesson:** #22

Reading Informational Text Standard: RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Lesson Objective: Students will analyze the impact of specific word choices on meaning and tone.

Introduction: “Earlier, we analyzed an author’s purpose and point of view. An author expresses their point of view or feelings about a topic by carefully choosing each word to create a certain tone and meaning. Today we will analyze the impact of specific word choices.”

Instruction: “When analyzing the impact of special word choice in a text, remember that the words an author chooses to use create the text’s meaning and tone. *Tone* is a term used to describe the author’s attitude toward the subject and audience of a text. Different types of texts usually have different tones. A persuasive ad would probably contain many positive words that would entice someone to buy a product, while an obituary may contain words that express sadness about a death or great respect for all the person’s accomplishments. To understand what we read, we have to consider the connotations (additional meanings connected to a word besides its literal definition) associated with the words the author uses. Words can have positive, negative, or neutral connotations that create the overall meaning and tone of the text.”

Guided Practice: Project the Student Page. Read the directions aloud. Direct students to read the passage silently. “Let’s do question 1 together. What connotations come to mind for *struggle*? (Possible answers: difficulty, pain, hard work.) What tone does the author create by using *struggle*?” See the key. Record the answer together.

Independent Practice: “Think about the connotations associated with the other words as you finish questions 2-4 on your own.” Monitor, prompt, and praise students while they work independently.

Review: After a few minutes, review the answers together.

Closure: “What is tone?”

Answers

1. Negative: concerned
2. Negative: worried
3. Negative: disgusted
4. Sentences 5-6: The tone turns positive and hopeful with words like *happy, healthy, better, productive, and satisfaction.*

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Tone: an author's attitude toward the subject and audience of a text

Directions: Read the passage below, paying attention to the author's word choice. Next, answer the questions that follow in the spaces provided.

¹Poverty is a widely known struggle, not just in the United States, but around the world. ²As middle/upper class citizens, we take advantage of what we have, not always putting our money to good use. ³If all of the prosperous people around the world gave up the extra money they use on unnecessary luxuries such as fancier cars or houses, or new, expensive clothes and toys such as off-road vehicles and technical gadgets, they could save starving and sick children. ⁴Children's lives are more important than things. ⁵Every child has a right to a healthy, happy life. ⁶It isn't fair that some children suffer while others are spoiled. ⁷If we help children around the world be healthy, they will have a better chance to grow up as productive citizens of the world which helps everyone. ⁸Also, giving to others will bring a much stronger sense of satisfaction than being surrounded by things.

1. What tone is created by the word *struggle* in sentence 1?

2. What tone is created by the word *starving and sick* in sentence 3?

3. What tone is created by the word *spoiled* in sentence 5?

4. At which line does the tone of the passage change? Describe how it changes.

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Lesson Objective: Students will analyze the impact of specific word choices on meaning and tone.

Introduction: “Earlier, we analyzed an author’s purpose and point of view. An author expresses their point of view or feelings about a topic by carefully choosing each word to create a certain tone and meaning. Today we will analyze the impact of specific word choices.”

Instruction: “Remember that the impact of specific word choices in a text are related to the words the author uses to create the text’s meaning and tone. *Tone* is a term used to describe the author’s attitude toward the subject and audience of a text. Persuasive text might contain many positive words that would entice someone to buy a product, while an obituary may contain words that express sadness about a death or great respect for all the person’s accomplishments. To understand what we read, we have to consider the connotations (additional meanings connected to a word besides its literal definition) associated with the words the author uses. Words can have positive, negative, or neutral connotations that create the overall meaning and tone of the text.”

Guided Practice: Project the Student Page. Read the directions aloud. Direct students to read the passages silently. “Let’s do question 1 together. What connotations come to mind for *attracts*? (Possible answers: being drawn to something, liking or wanting it.) What tone does the author create by using *attract*?” (See the key. Record the together.)

Independent Practice: “Think about the connotations associated with the other words as you finish questions 2-4 on your own.” Review the directions together. Monitor, prompt, and praise students while they work independently.

Review: After a few minutes, review the answers together.

Closure: “How does an author create the tone of a text?”

Answers

1. Positive: complimentary.
2. Positive: admiration.
3. Positive: complimentary.
4. Passage A is completely positive, while Passage B expresses a tone that is concerned and disgusted; words like *odious*, *hateful*, *oligarchs*, *dissension*, *discord*, and *rebellion* create this tone.

Standards Plus® – Language Arts – Grade 8**Strand:** Reading Informational Text**Focus:** Word Choice and Tone**Lesson:** #23

Reading Informational Text Standard: RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Directions: Read the passages below, paying attention to the author's word choice. Next, answer the questions that follow in the spaces provided.

Passage A ¹The rose garden in our town is beautiful at this time of year. ²There are more than 50 varieties of roses growing there. ³The tea roses climb like spider monkeys over the fence along the back of the garden. ⁴They bloom in pink, yellow, red, and violet profusion. ⁵Their fragrance attracts humans and insects alike. ⁶Honeybees buzz lazily throughout the garden. ⁷There are rows of tall varieties that reach toward the sun with their wide faces. ⁸The mayor calls the garden the jewel of the town, and local newspapers have reported that our roses outshine all other gardens in the state. ⁹One reporter put it this way, "I have never seen, or smelled, a more amazing display of roses as the one in the tiny town of Quillen." ¹⁰Every citizen in town pitches in to care for the garden. ¹¹Every June, at the peak of the bloom season, we hold a rose festival to celebrate.

Passage B ¹To them this government has no just powers derived from the consent of the governed. ²To them this government is not a democracy. ³It is not a republic. ⁴It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. ⁵An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household – which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

1. What tone is created by the word *attracts* in sentence 5 of Passage A?

2. What tone is created by the phrase *jewel of the town* in sentence 8 of Passage A?

3. What tone is created by the word *amazing* in sentence 9 of Passage A?

4. How is the tone of the second passage different than the first? Which words create the tone?

Standards Plus® – Language Arts – Grade 8**Strand:** Reading Informational Text**Focus:** Allusions**Lesson:** #24

Reading Informational Text Standard: RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Lesson Objective: Students will analyze the impact of allusions on meaning.

Introduction: “It is important to understand the words you read and the tone those words create. One way an author creates meaning is through the use of allusions to other texts (a brief reference, explicit or indirect, to a person, place or event, or to another literary work or passage). Today we’ll focus on allusions and their effect on meaning in different texts.”

Instruction: “Authors make word choices to add meaning to their texts. An author also uses allusions to stimulate ideas, associations, and extra information in the reader’s mind with a word or two. An allusion helps the reader visualize what’s happening. The reader must be familiar with an allusion to know what it alludes to. You can analyze the impact of an allusion by thinking about why the author used it. *What is the author referring to? What pictures does this reference bring to mind?* Now let’s practice what we have learned.”

Guided Practice: Project the Student Page. “Let’s do question 1 together. (Read the definition and directions aloud.) What is the author referring to? Why? (See the key. Record the answer together.)”

Independent Practice: “Complete questions 2 and 3 on your own.” Monitor, prompt, and praise students as they work independently.

Review: After several minutes, review the answers.

Closure: “Pay attention to an author’s allusions to find meaning in the text.”

Answers:

1. Reference to names of different dictionaries; to show that the definition of a citizen as a person is well known.
2. Reference to the explosion of an atomic bomb in Nagasaki, Japan during WWII; to show they weren’t expecting a huge explosion, but larger than it was.
3. Reference to the U.S. Constitution; to show that the document stands to guarantee citizens’ rights.

Standards Plus® – Language Arts – Grade 8**Strand:** Reading Informational Text**Focus:** Allusions**Lesson:** #24

Reading Informational Text Standard: RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Allusion: A brief reference (direct or indirect) to a person, place, or event, or to another literary work or passage.

Directions: Read each excerpt below, paying special attention to the underlined allusion. Explain what reference the author makes in each. Also, explain its purpose on the line provided.

1. Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

Purpose: _____

2. The greatest disappointment was the Rocket to the Moon. It was the biggest firework in the box, and the warning label made it clear that we needed to light it in a location that had a 25 foot clearance in all directions. We certainly weren't expecting Nagasaki, but my mom said she could have lit it in the linen closet without setting the towels on fire.

Purpose: _____

3. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

Purpose: _____

Standards Plus® – Language Arts – Grade 8**Strand:** Reading Informational Text **Focus:** Word Choice, Meaning, Tone, Allusions **Assessment:** #6**This assessment may be used in the following ways:**

- As a formative assessment of the students' progress.
- As an additional opportunity to reinforce the vocabulary, concepts, and knowledge presented in the previous 4 lessons.

Standard: RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Procedure: Read the directions aloud and ensure that students understand how to respond to each item.

- If you are using this as a formative assessment, have the students complete the evaluation independently.
- If you are using this to reinforce instruction, determine the items that will be completed as guided practice, and those that will be completed as independent practice.

Additional Tips:

- All Standards Plus assessments are available in an **interactive digital format** in the Standards Plus Digital Platform.
- When the assessments are administered and scored digitally, the platform automatically creates intervention groups and recommends **additional printable intervention lessons**.
- You can also access the printable intervention lessons from the home screen in the digital platform.

Review: Review the correct answers with students as soon as they are finished.

Answers:

Answers will vary. Possible answers include:

1. (RI.8.4) The references to important American historical documents show Franklin's great influence.
2. (RI.8.4) A break; a failure to maintain.
3. (RI.8.4) Glowing, respectful, positive tone: *best*, *delightful*, and *innovative*.
4. (RI.8.4) The two ideas connect to show refreshment or something that helps in different seasons.

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Strand: Reading Informational Text **Focus:** Word Choice, Meaning, Tone, Allusions **Assessment:** #6

Directions: Read each text excerpt and answer the questions that follow in the space provided.

He was one of the authors of the Declaration of Independence, and he was a signer of the Constitution. Benjamin Franklin had a great influence on our history.

1. What is the author referring to through the allusions underlined above, and what purpose do they serve?

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2. What does the word *breach* mean? _____

Sandy Viera is the best baker on the West Coast. She makes pies, cakes, cookies, breads, and specialty treats that have earned her the title West Coast Baker of the Year for three years in a row. Her cream puffs practically float off the plate. Food critic, Humberto Blini has called them “clouds of heaven.” An article in *Pastry Today* described her cakes and cookies as delightful, innovative, and sinful. Her baked goods rival anything that has ever come out of your grandma’s kitchen. If you get a chance, you should definitely try some of her creations.

3. What is the author’s tone in this passage? Underline words and phrases that create that tone.

A hot cup of cocoa is to winter as a cold glass of tea is to summer. They may be just what you need to keep going.

4. What is the meaning of the analogy above?

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Standard Reference: 8.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RI.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Required Student Materials:

- **Student Pages:** St. Pg. 40-52
- **Lined paper**
- **Highlighter**

Lesson Objective: The students will work individually or with a partner to read an informational text and delineate the argument and claims in the text, assessing the reasoning. They will also analyze how the text makes connections and distinctions between individuals and events through comparisons. Students will determine the author's point of view and explain how it is conveyed in the text. They will also analyze how the author acknowledges and responds to conflicting viewpoints. They will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and they will analyze the impact of specific word choices on meaning and tone, including metaphors, analogies, and allusions to other texts.

Overview: Students will review Standards Plus Reading Informational Text Lessons 13-28, E4-E7.

Students will:

- Read a passage at least twice.
- Identify the main argument of the text.
- Evaluate the support provided for the main argument.
- Analyze the connections and distinctions made between individuals.
- Analyze the connections made between events.
- Identify the author's point of view and conflicting viewpoints.
- Explain how the language choices in the text support the author's point of view.
- Determine the meaning of words and phrases used in the text, including figurative and connotative meanings.
- Analyze the impact of specific word choices on meaning and tone, including metaphors, analogies, and allusions to other texts.
- Use details and examples from the text to understand the text.
- Optional: Create a poster that reflects Roosevelt's "Square Deal" ideas.

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Performance Lesson – Strand: Reading Informational Text

Guided Practice: (*Required Student Materials: St. Pgs. 40-52*)

****Note:** Due to the length of the text and depth of the ideas presented, the teacher may want to divide the reading into sections on separate days. The activities in Parts I through III are presented in the same order as the text with Part I covering the first half of the speech and Parts II and III covering the last half of the speech. The lesson is divided into three parts, so the teacher may want to divide the guided practice into three parts as well.

- Review how to use accurate details and examples to understand the text and draw inferences.
- Review how to delineate the main argument and evaluate claims or reasons and support.
- Review how to find connections and distinctions the author makes in a text.
- Review how to determine the author's point of view and alternate viewpoints.
- Review how to determine the meaning and connotation of words; how to determine the tone of a text based on word choice; how and why authors use metaphors, analogies, and allusions.
- Read and discuss the passage with students (several times if needed).
- Optional: If possible, play an excerpt from an audio/video recording of a different Theodore Roosevelt speech ("The Square Deal" is not available as a recording) prior to reading this one, so that students will be able to visualize Roosevelt and hear his voice as they read.

Independent Practice: (*Required Student Materials: St. Pgs. 40-52*)

- Review the directions with students.
- Remind students to:
 - Read the text carefully.
 - Use the strategies they have learned evidence in prior lessons for identifying text to delineate the main argument and author's point of view.
 - Use both explicit text and inferences to answer questions.

Review & Evaluation:

- **Option 1:** Students share responses with another student or group. Students make any revisions or additions before finalizing their work.
- **Option 2:** Students (individuals or groups) present their responses to the class.
- **Option 3:** Teacher collects work and evaluates students' ability to delineate the main argument; analyze connections, distinctions and author's point of view; and determine word meaning and tone.

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THE SQUARE DEAL

Address delivered at a banquet in Dallas, Texas by President Theodore Roosevelt

April 5, 1905

¹In speaking on Labor Day at the annual fair of the New York State Agricultural Association, it is natural to keep especially in mind the two bodies who compose the majority of our people and upon whose welfare depends the welfare of the entire State. If circumstances are such that thrift, energy, industry, and forethought enable the farmer, the tiller of the soil, on the one hand, and the wage-worker on the other, to keep themselves, their wives, and their children in reasonable comfort, then the State is well off, and we can be assured that the other classes in the community will likewise prosper. On the other hand, if there is in the long run a lack of prosperity among the two classes named, then all other prosperity is sure to be more seeming than real.

²It has been our profound good fortune as a nation that hitherto, disregarding exceptional periods of depression and the normal and inevitable fluctuations, there has been on the whole from the beginning of our government to the present day a progressive betterment alike in the condition of the tiller of the soil and in the condition of the man who, by his manual skill and labor, supports himself and his family, and endeavors to bring up his children so that they may be at least as well off as, and, if possible, better off than, he himself has been. There are, of course, exceptions, but as a whole the standard of living among the farmers of our country has risen from generation to generation, and the wealth represented on the farms has steadily increased, while the wages of labor have likewise risen, both as regards the actual money paid and as regards the purchasing power which that money represents.

³Side by side with this increase in the prosperity of the wage-worker and the tiller of the soil has gone on a great increase in prosperity among the business men and among certain classes of professional men; and the prosperity of these men has been partly the cause and partly the consequence of the prosperity of farmer and wage-worker. It cannot be too often repeated that in this country, in the long run, we all of us tend to go up or go down together. If the average of well-being is high, it means that the average wage-worker, the average farmer, and the average business man are all alike well-off. If the average shrinks, there is not one of these classes which will not feel the shrinkage. Of course, there are always some men who are not affected by good times, just as there are some men who are not affected by bad times. But speaking broadly, it is true that if prosperity comes, all of us tend to share more or less therein, and that if adversity comes each of us, to a greater or less extent, feels the tension.

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⁴Unfortunately, in this world the innocent frequently find themselves obliged to pay some of the penalty for the misdeeds of the guilty; and so if hard times come, whether they be due to our own fault or to our misfortune, whether they be due to some burst of speculative frenzy that has caused a portion of the business world to lose its head -a loss which no legislation can possibly supply- or whether they be due to any lack of wisdom in a portion of the world of labor--in each case, the trouble once started is felt more or less in every walk of life.

⁵It is all-essential to the continuance of our healthy national life that we should recognize this community of interest among our people. The welfare of each of us is dependent fundamentally upon the welfare of all of us, and therefore in public life that man is the best representative of each of us who seeks to do good to each by doing good to all; in other words, whose endeavor it is not to represent any special class and promote merely that class's selfish interests, but to represent all true and honest men of all sections and all classes and to work for their interests by working for our common country.

⁶We can keep our government on a sane and healthy basis, we can make and keep our social system what it should be, only on condition of judging each man, not as a member of a class, but on his worth as a man. It is an infamous thing in our American life, and fundamentally treacherous to our institutions, to apply to any man any test save that of his personal worth, or to draw between two sets of men any distinction save the distinction of conduct, the distinction that marks off those who do well and wisely from those who do ill and foolishly. There are good citizens and bad citizens in every class as in every locality, and the attitude of decent people toward great public and social questions should be determined, not by the accidental questions of employment or locality, but by those deep-set principles which represent the innermost souls of men.

⁷The failure in public and in private life thus to treat each man on his own merits, the recognition of this government as being either for the poor as such or for the rich as such, would prove fatal to our Republic, as such failure and such recognition have always proved fatal in the past to other republics. A healthy republican government must rest upon individuals, not upon classes or sections. As soon as it becomes government by a class or by a section, it departs from the old American ideal.

⁸Many qualities are needed by a people which would preserve the power of self-government in fact as well as in name. Among these qualities are forethought, shrewdness, self-restraint, the courage which refuses to abandon one's own rights, and the disinterested and kindly good sense which enables one to do justice to the rights of others. Lack of strength and lack of courage and unfit men for self-government on the one hand; and on the other, brutal arrogance, envy- in short, any manifestation of the

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spirit of selfish disregard, whether of one's own duties or of the rights of others, are equally fatal.

⁹In the history of mankind many republics have risen, have flourished for a less or greater time, and then have fallen because their citizens lost the power of governing themselves and thereby of governing their state; and in no way has this loss of power been so often and so clearly shown as in the tendency to turn the government into a government primarily for the benefit of one class instead of a government for the benefit of the people as a whole. Again and again in the republics of ancient Greece, in those of medieval Italy and medieval Flanders, this tendency was shown, and wherever the tendency became a habit it invariably and inevitably proved fatal to the state. In the final result, it mattered not one whit whether the movement was in favor of one class or of another.

¹⁰The outcome was equally fatal, whether the country fell into the hands of a wealthy oligarchy which exploited the poor or whether it fell under the domination of a turbulent mob which plundered the rich. In both cases there resulted violent alternations between tyranny and disorder, and a final complete loss of liberty to all citizens--destruction in the end overtaking the class which had for the moment been victorious as well as that which had momentarily been defeated. The death-knell of the Republic had rung as soon as the active power became lodged in the hands of those who sought, not to do justice to all citizens, rich and poor alike, but to stand for one special class and for its interests as opposed to the interests of others.

¹¹The reason why our future is assured lies in the fact that our people are genuinely skilled in and fitted for self-government and therefore will spurn the leadership of those who seek to excite this ferocious and foolish class antagonism. The average American knows not only that he himself intends to do what is right, but that his average fellow countryman has the same intention and the same power to make his intention effective. He knows, whether he be business man, professional man, farmer, mechanic, employer, or wage-worker, that the welfare of each of these men is bound up with the welfare of all the others; that each is neighbor to the other, is actuated by the same hopes and fears, has fundamentally the same ideals, and that all alike have much the same virtues and the same faults. Our average fellow citizen is a sane and healthy man who believes in decency and has a wholesome mind. He therefore feels an equal scorn alike for the man of wealth guilty of the mean and base spirit of arrogance toward those who are less well off, and for the man of small means who in his turn either feels, or seeks to excite in others the feeling of mean and base envy for those who are better off. The two feelings, envy and arrogance, are but opposite sides of the same shield, but different developments of the same spirit....

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¹²The line of cleavage between good citizenship and bad citizenship separates the rich man who does well from the rich man who does ill, the poor man of good conduct from the poor man of bad conduct. This line of cleavage lies at right angles to any such arbitrary line of division as that separating one class from another, one locality from another, or men with a certain degree of property from those of a less degree of property.

¹³The good citizen is the man who, whatever his wealth or his poverty, strives manfully to do his duty to himself, to his family, to his neighbor, to the States; who is incapable of the baseness which manifests itself either in arrogance or in envy, but who while demanding justice for himself is no less scrupulous to do justice to others. It is because the average American citizen, rich or poor, is of just this type that we have cause for our profound faith in the future of the Republic.

¹⁴There is no worse enemy of the wage-worker than the man who condones mob violence in any shape or who preaches class hatred; and surely the slightest acquaintance with our industrial history should teach even the most short-sighted that the times of most suffering for our people as a whole, the times when business is stagnant, and capital suffers from shrinkage and gets no return from its investments, are exactly the times of hardship, and want, and grim disaster among the poor. If all the existing instrumentalities of wealth could be abolished, the first and severest suffering would come among those of us who are least well-off at present. The wage-worker is well off only when the rest of the country is well-off; and he can best contribute to this general well-being by showing sanity and a firm purpose to do justice to others.

¹⁵In his turn, the capitalist who is really a conservative, the man who has forethought as well as patriotism, should heartily welcome every effort, legislative or otherwise, which has for its object to secure fair dealing by capital, corporate or individual, toward the public and toward the employee. Such laws as the franchise-tax law in this State, which the Court of Appeals recently unanimously decided constitutional- such a law as that passed in Congress last year for the purpose of establishing a Department of Commerce and Labor, under which there should be a bureau to oversee and secure publicity from the great corporations which do an interstate business--such a law as that passed at the same time for the regulation of the great highways of commerce so as to keep these roads clear on fair terms to all producers in getting their goods to market--these laws are in the interest not merely of the people as a whole, but of the propertied classes. For in no way is the stability of property better assured than by making it patent to our people that property bears its proper share of the burdens of the State; that property is handled not only in the interest of the owner, but in the interest of the whole community.

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¹⁶Among ourselves we differ in many qualities of body, head, and heart; we are unequally developed, mentally as well as physically. But each of us has the right to ask that he shall be protected from wrongdoing as he does his work and carries his burden through life. No man needs sympathy because he has to work, because he has a burden to carry. Far and away the best prize that life offers is the chance to work hard at work worth doing; and this is a prize open to every man, for there can be no better worth doing than that done to keep in health and comfort and with reasonable advantages those immediately dependent upon the husband, the father, or the son.

¹⁷There is no room in our healthy American life for the mere idler, for the man or the woman whose object it is throughout life to shirk the duties which life ought to bring. Life can mean nothing worth meaning, unless its prime aim is the doing of duty, the achievement of results worth achieving. A recent writer has finely said: "After all, the saddest thing that can happen to a man is to carry no burdens. To be bent under too great a load is bad; to be crushed by it is lamentable; but even in that there are possibilities that are glorious. But to carry no load at all—there is nothing in that. No one seems to arrive at any goal really worth reaching in this world who does not come to it heavy laden."

¹⁸Surely from our own experience each one of us knows that this is true. From the greatest to the smallest, happiness and usefulness are largely found in the same soul, and the joy of life is won in its deepest and truest sense only by those who have not shirked life's burdens. The men whom we most delight to honor in all this land are those who, in the iron years from '61 to '65, bore on their shoulders the burden of saving the Union. They did not choose the easy task. They did not shirk the difficult duty. Deliberately and of their own free will they strove for an ideal, upward and onward across the stony slopes of greatness. They did the hardest work that was then to be done; they bore the heaviest burden that any generation of Americans ever had to bear; and because they did this they have won such proud joy as it has fallen to the lot of no other men to win, and have written their names forevermore on the golden honor-roll of the nation. As it is with the soldier, so it is with the civilian. To win success in the business world, to become a first-class mechanic, a successful farmer, an able lawyer or doctor, means that the man has devoted his best energy and power through long years to the achievement of his ends. So it is in the life of the family, upon which in the last analysis the whole welfare of the nation rests. The man or woman who, as bread-winner and home-maker, or as wife and mother, has done all that he or she can do, patiently and uncomplainingly, is to be honored; and is to be envied by all those who have never had the good fortune to feel the need and duty of doing such work. The woman who has borne, and who has reared as they should be reared, a family of children, has in the most emphatic manner deserved well of the

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Republic. Her burden has been heavy, and she has been able to bear it worthily only by the possession of resolution, of good sense, of conscience, and of unselfishness. But if she has borne it well, then to her shall come the supreme blessing, for in the words of the oldest and greatest of books, "Her children shall rise up and call her blessed;" and among the benefactors of the land, her place must be with those who have done the best and the hardest work, whether as lawgivers or as soldiers, whether in public or private life.

¹⁹This is not a soft and easy creed to preach. It is a creed willingly learned only by men and women who, together with the softer virtues, possess also the stronger; who can do, and dare, and die at need, but who while life lasts will never flinch from their allotted task. You farmers, and wage-workers, and business men of this great State, of this mighty and wonderful nation, are gathered together today, proud of your State and still prouder of your nation, because your forefathers and predecessors have lived up to just this creed. You have received from their hands a great inheritance, and you will leave an even greater inheritance to your children, and your children's children, provided only that you practice alike in your private and your public lives the strong virtues that have given us as a people greatness in the past. It is not enough to be well-meaning and kindly, but weak; neither is it enough to be strong, unless morality and decency go hand in hand with strength. We must possess the qualities which make us do our duty in our homes and among our neighbors, and in addition we must possess the qualities which are indispensable to the make-up of every great and masterful nation--the qualities of courage and hardihood, of individual initiative and yet of power to combine for a common end, and above all, the resolute determination to permit no man and no set of men to sunder us one from the other by lines of caste or creed or section.

²⁰We must act upon the motto of all for each and each for all. There must be ever present in our minds the fundamental truth that in a republic such as ours the only safety is to stand neither for nor against any man because he is rich or because he is poor, because he is engaged in one occupation or another, because he works with his brains or because he works with his hands. We must treat each man on his worth and merits as a man. We must see that each is given a square deal, because he is entitled to no more and should receive no less.

²¹Finally, we must keep ever in mind that a republic such as ours can exist only by virtue of the orderly liberty which comes through the equal domination of the law over all men alike, and through its administration in such resolute and fearless fashion as shall teach all that no man is above it and no man below it.

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Part I. Argument, Support, Connections, and Distinctions

Directions: Reread the passage and answer the questions in the spaces provided.

1. The author begins the speech by developing a connection between two individuals. Who does he compare and how does he say they are connected? Why does he compare them?

2. In paragraph 5, the author presents the argument that for Americans to continue to prosper, they must realize that they are all dependent on each other in one way or another, so all citizens should do good to one another regardless of class. Cite two examples of text evidence that show that this is the main argument.

3. What reason does the author provide in paragraph 6 that supports the main argument? Is it adequate? Why or why not?

4. In paragraph 8, the author contrasts types of people. Who are they, and how are they different? Why does he compare them?

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5. In paragraph 9, the author connects events in time. What events does he connect? Why?

6. What reason does the author provide in paragraph 10 that supports the main argument? Is it adequate? Why or why not?

7. In paragraph 11, the author makes a connection between individuals again. Who does he connect and why?

8. What reason does the author provide in paragraph 13 that supports the main argument? Is it adequate? Why or why not?

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Part II. Point of View

Directions: Reread the passage and answer the questions in the spaces provided.

1. What is the author’s point of view in paragraph 14 about wage workers and their role in society? How do you know? Cite text evidence to support your response.

2. What is the author’s point of view in paragraph 16 about hard work? How do you know? Cite text evidence to support your response.

3. How does the author address the alternate viewpoint of the “idler” in paragraph 17? Explain and cite text evidence to support your response.

4. What is the author’s point of view in paragraph 18 about the rewards of carrying a heavy load? How do you know? Cite text evidence to support your response.

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5. Is the author's tone (point of view) positive, negative, or neutral in paragraph 19? How do you know? Cite text evidence to support your response. Why do you think he chose this tone?

6. The conclusion (paragraphs 20-21) is the author's opportunity to close the main argument. How does he believe Americans should behave and be treated? Why? Cite text evidence to support your response.

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Performance Lesson – Strand: Reading Informational Text**Part III. Word Meaning, Analogies, & Allusions**

A. Directions: Find each word in the paragraph noted. Determine the meaning from the context of the surrounding words and sentences. Note the meaning on the lines below. Put an X in the blank next to the connotation the word brings to mind as it is used in the sentence. Be prepared to discuss the tone the connotation creates.

1. **welfare** (paragraph 1) ___positive ___negative ___neutral

2. **prosperity** (paragraph 1) ___positive ___negative ___neutral

3. **treacherous** (paragraph 6) ___positive ___negative ___neutral

4. **distinction** (paragraph 6) ___positive ___negative ___neutral

5. **fatal** (paragraph 7) ___positive ___negative ___neutral

6. **liberty** (paragraph 10) ___positive ___negative ___neutral

7. **shirk** (paragraph 17) ___positive ___negative ___neutral

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B. Directions: Reread each passage and answer the questions that follow on the lines provided.

8. Reread paragraph 16 and find the “prize” metaphor. To what does the author compare a prize? How does this metaphor help his argument?

9. Reread paragraph 18 and find the analogy between the soldier and the civilian. What similarities does he point out between the two? How does the analogy help his argument?

10. Reread paragraph 18 and find the Biblical allusion. What is the purpose of this allusion? Does it help his argument? Why or why not?

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11. What is the author’s point of view in this passage – positive, negative, or neutral? Use text evidence to support your answer.

12. Why do you think the author chose that point of view for the passage? What does the point of view tell us about his or her opinion of the topic?

Part IV. Extension Project

Directions: Imagine that Theodore Roosevelt is on the campaign trail again, running for re-election. Design a flyer for his campaign. Be sure to include a bold heading with his name and the office he is seeking. Follow with six to eight bullet points that sum up his beliefs about the “square deal” that Americans deserve. Decorate the borders with drawings or cut out pictures from magazines that relate to the topic.