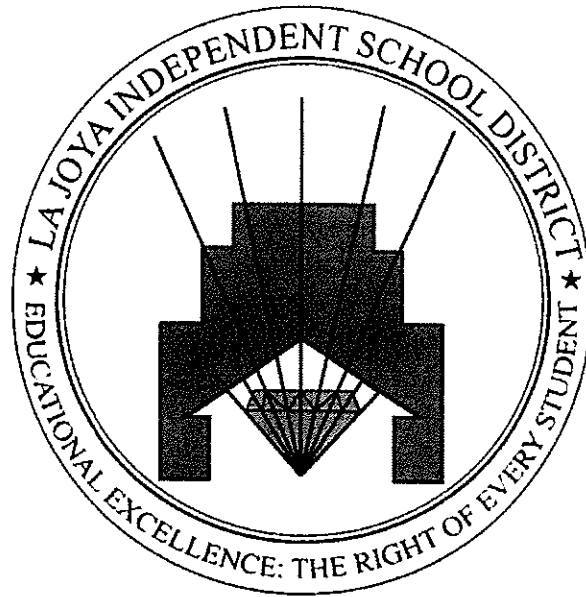


La Joya Independent School District



High School

Week of: 03/23/20

For Assistance with Curriculum, Call us at 323-2000

English 4

**Language Arts/
Lectura y Escritura**

Directions:

- Step 1:
Read the selection and annotate the text

- Step 2:
Answer questions in the selection

- Step 3:
Complete the form titled “Newsela Article of the Week”

- Step 4:
Go back and review your assignment. Revise and Edit your work.

Name: _____ Class: _____

Experts Link Teen Brains' Immaturity, Juvenile Crime

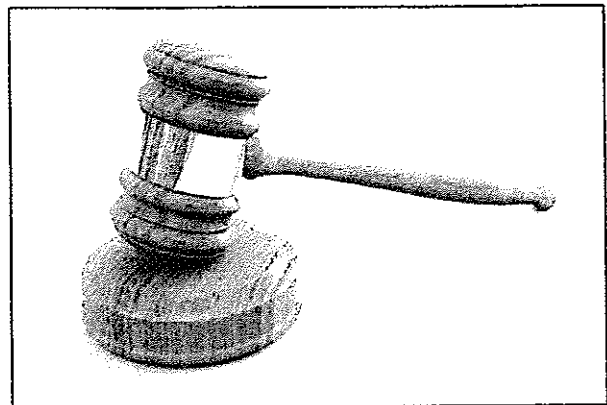
By Malcolm Ritter
2018

In this informational text, Malcolm Ritter discusses the developmental state of the teenage brain and the role that this plays in teenagers' criminal activity and potential rehabilitation.

- [1] The teenage brain, Laurence Steinberg says, is like a car with a good accelerator but a weak brake. With powerful impulses under poor control, the likely result is a crash.

And, perhaps, a crime.

Steinberg, a Temple University psychology professor, helped draft an American Psychological Association brief for a 2005 case in which the U.S. Supreme Court outlawed the death penalty for crimes committed before age 18.



"30 Judges Gavel" by Rumble Press is licensed under CC BY 2.0

That ruling relies on the most recent research on the adolescent brain, which indicates the juvenile brain is still maturing in the teen years and reasoning and judgment are developing well into the early to mid 20s. It is often cited as state lawmakers consider scaling back punitive¹ juvenile justice laws passed during the 1990s.

- [5] "As any parent knows," wrote Justice Anthony Kennedy for the 5-4 majority, youths are more likely to show "a lack of maturity and an underdeveloped sense of responsibility" than adults. "...These qualities often result in impetuous² and ill-considered actions and decisions."

He also noted that "juveniles are more vulnerable or susceptible to negative influences and outside pressures, including peer pressure," causing them to have less control over their environment.

Some child advocates have pointed to the Supreme Court decision and the research as evidence that teens — even those accused of serious crimes — should not be regarded in the same way as adults in the criminal justice system.

Dr. David Fassler, a psychiatry professor at the University of Vermont College of Medicine who has testified before legislative committees on brain development, says the research doesn't absolve³ teens but offers some explanation for their behavior.

1. **Punitive (adjective):** intended as punishment
2. **Impetuous (adjective):** acting quickly and without thought or care; impulsive
3. **Absolve (verb):** to declare someone free from blame

"It doesn't mean adolescents can't make a rational decision or appreciate the difference between right and wrong," he said. "It does mean, particularly when confronted with stressful or emotional decisions, they are more likely to act impulsively, on instinct, without fully understanding or analyzing the consequences of their actions."

[10] Experts say that even at ages 16 and 17, when compared to adults, juveniles on average are more:

- Impulsive.
- Aggressive.
- Emotionally volatile.
- Likely to take risks.

[15] Reactive to stress.

- Vulnerable to peer pressure.
- Prone to focus on and overestimate short-term payoffs and underplay longer-term consequences of what they do.
- Likely to overlook alternative courses of action.

Violence toward others also tends to peak in adolescent years, says psychiatrist Peter Ash of Emory University. It's mostly likely to start around age 16, and people who haven't committed a violent crime by age 19 only rarely start doing it later, he said.

[20] The good news here, he said, is that a violent adolescent doesn't necessarily become a violent adult. Some two-thirds to three-quarters of violent youth grow out of it, he said. "They get more self-controlled."

Some of the changes found in behavioral studies are paralleled by changes in the brain itself as youths become adults.

In fact, in just the past few years, Steinberg said, brain scans have given biological backing to commonsense notions about teen behavior, like their impulsiveness and vulnerability to peer pressure.

It's one thing to say teens don't control their impulses as well as adults, but another to show that they can't, he said. As for peer pressure, the new brain research "gives credence⁴ to the idea that this isn't a choice that kids are making to give in to their friends, that biologically, they're more vulnerable to that," he said.

Consider the lobes at the front of the brain. The nerve circuitry here ties together inputs from other parts of the brain, said Dr. Jay Giedd of the National Institute of Mental Health.

4. **Credence** (*noun*): acceptance of something as true

- [25] This circuitry weighs how much priority to give incoming messages like “Do this now” versus “Wait! What about the consequences?” In short, the frontal lobes are key for making good decisions and controlling impulses.

Brain scans show that the frontal lobes don’t mature until age 25, and their connections to other parts of the brain continue to improve to at least that age, Giedd said.

The inexplicable behavior and poor judgments teens are known for almost always happen when teens are feeling high emotion or intense peer pressure, conditions that overwhelm the still-maturing circuitry in the front part of brain, Giedd said.

As Steinberg sees it, a teenager’s brain has a well-developed accelerator but only a partly developed brake.

By around 15 or 16, the parts of the brain that arouse a teen emotionally and make him pay attention to peer pressure and the rewards of action — the gas pedal — are probably all set. But the parts related to controlling impulses, long-term thinking, resistance to peer pressure and planning — the brake, mostly in the frontal lobes — are still developing.

- [30] “It’s not like we go from becoming all accelerator to all brake,” Steinberg said. “It’s that we go from being heavy-foot-on-the-accelerator to being better able to manage the whole car.”

Giedd emphasized that scientists can’t yet scan an individual’s brain and draw conclusions about how mature he is, or his degree of responsibility for his actions.

Brain scans do show group differences between adult and teen brains, he said, “but whether or not that should matter (in the courtroom) is the part that needs to be decided more by the judicial system than the neuroscientist.”

Steinberg, who frequently testifies on juvenile justice policy and consults with state legislators on the topic, said it’s not clear to him how much the research on teen brains affects lawmakers. They seem more swayed by pragmatic⁵ issues like the cost of treating teens as adults, he said. But he noted that he has been asked to testify more in the past few years than before.

In any case, experts say, there’s nothing particularly magic about the age 18 as a standard dividing line between juveniles and adults in the courtroom.

- [35] Different mental capabilities mature at different rates, Steinberg notes. Teens as young as 15 or 16 can generally balance short-term rewards and possible costs as well as adults, but their ability to consider what might happen later on is still developing, he said.

A dividing line of age 18 is better than 15 and not necessarily superior to 19 or 17, but it appears good enough to be justified scientifically, he said.

5. **Pragmatic** (*adjective*): dealing with things sensibly and in a practical manner

Steinberg said he thinks courts should be able to punish some 16- or 17- year olds as adults. That would be reserved for repeat violent offenders who've resisted rehabilitation by the juvenile justice system, and who could endanger other youth in the juvenile system if they returned. "I don't think there are a lot of these kids," Steinberg said.

For the rest, he thinks it makes sense to try rehabilitating young offenders in the juvenile justice system. That's better than sending them through the adult system, which can disrupt their development so severely that "they're never going be able to be a productive member of society," Steinberg said. "You're not doing society any favor at all."

Ash said that to decide whom to treat as an adult, courts need some kind of guideline that combines the defendant's age with the crime he's accused of. That should leave room for individual assessments, he said.

[40] But "we don't have very good measuring sticks" for important traits like how impulsive a juvenile is, he said.

In any case, the decision for each defendant should balance a number of reasons for punishment, like retribution, protecting society, deterring future crime, and rehabilitation, said Ash, who's a member of the American Psychiatric Association's Committee on Judicial Action.

Even if a 14-year-old murderer is held morally responsible for the crime, he will have matured by the time he's 18, and in the meantime he may be more amenable to rehabilitation than an adult murderer is, Ash said.

In fact, most experts conclude that rehabilitation works better for juveniles than for adult offenders, he said.

And just as parents know how irrational juveniles can be, Ash said, they also know that rehabilitation is a key goal in punishing them.

[45] "What we really want," he said, "is to turn delinquent kids into good adults."

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
 - A. While teenagers understand the consequences of their actions, they haven't yet developed the empathy that allows them to feel for other people.
 - B. Rehabilitation works for teenagers who commit minor crimes, but more serious crimes should still be punished to the full extent of the law.
 - C. The teenage brain is not fully developed and can cause teenagers to commit crimes without fully considering the consequences.
 - D. It is extremely important that juvenile offenders are rehabilitated, as violent teenagers are more likely to become violent adults.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "youths are more likely to show 'a lack of maturity and an underdeveloped sense of responsibility' than adults. '...These qualities often result in impetuous and ill-considered actions and decisions.'" (Paragraph 5)
 - B. "It's mostly likely to start around age 16, and people who haven't committed a violent crime by age 19 only rarely start doing it later, he said." (Paragraph 19)
 - C. "Giedd emphasized that scientists can't yet scan an individual's brain and draw conclusions about how mature he is, or his degree of responsibility for his actions." (Paragraph 31)
 - D. "That would be reserved for repeat violent offenders who've resisted rehabilitation by the juvenile justice system, and who could endanger other youth in the juvenile system if they returned." (Paragraph 37)

3. How does the author's comparison of the teenage brain to driving a car contribute to the central idea of the text?
 - A. It stresses how complicated the inner workings of the brain is during adolescence.
 - B. It explains why teenagers have less control than adults do over their actions and decisions.
 - C. It suggests that teenagers have too much power for their own good and are liable to hurt someone.
 - D. It emphasizes how simple the brain is at this time, as there is only a gas and a brake pedal.

4. How does the list (Paragraphs 11-18) help us understand why teenagers might commit crimes?
 - A. It describes teenagers' reactive and short-sited nature that could result in them making poor decisions.
 - B. It emphasizes how angry teenagers are and how they are constantly looking for an excuse to lash out at someone.
 - C. It shows how self-absorbed teenagers are and their refusal to think about doing right by anyone but themselves.
 - D. It describes teenagers' self-conscious nature and their willingness to prove themselves to others through criminal acts.

5. What connection does the author draw between the teenage brain and rehabilitation?

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In the text, the author discusses how the teenage brain works differently from a fully developed adult brain. Do you think it's fair to charge teenagers as adults when they're mentally different than adults? Why or why not? What factors do you think should be considered when the punishment for a juvenile offender is decided?

2. In the text, the author discusses how teenagers are more likely to be rehabilitated than adults. Do you think the justice system should focus more on rehabilitating juvenile and adult offenders? Why or why not? Why do you think our justice system focuses on punishment over rehabilitation?

3. Teenagers are considered adult offenders at 18 years old. Do you think that this age should be raised, considering the information provided in the text? Why or why not? What would be the benefits and risks of raising the age?

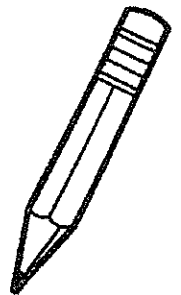
NEWSLA: ARTICLE OUTLINE

STEP 1: Define unfamiliar words, or find synonyms for weak adjectives using your dictionary.

1. _____ -
2. _____ -
3. _____ -
4. _____ -
5. _____ -

STEP 2: What is the main idea of the article? Add textual evidence to support your answer.

STEP 3: ONE PICTURE IS WORTH A THOUSAND WORDS.



STEP 4: Summarize the article using complete sentences. Be sure to answer the: who, what, when, where, why, and how?

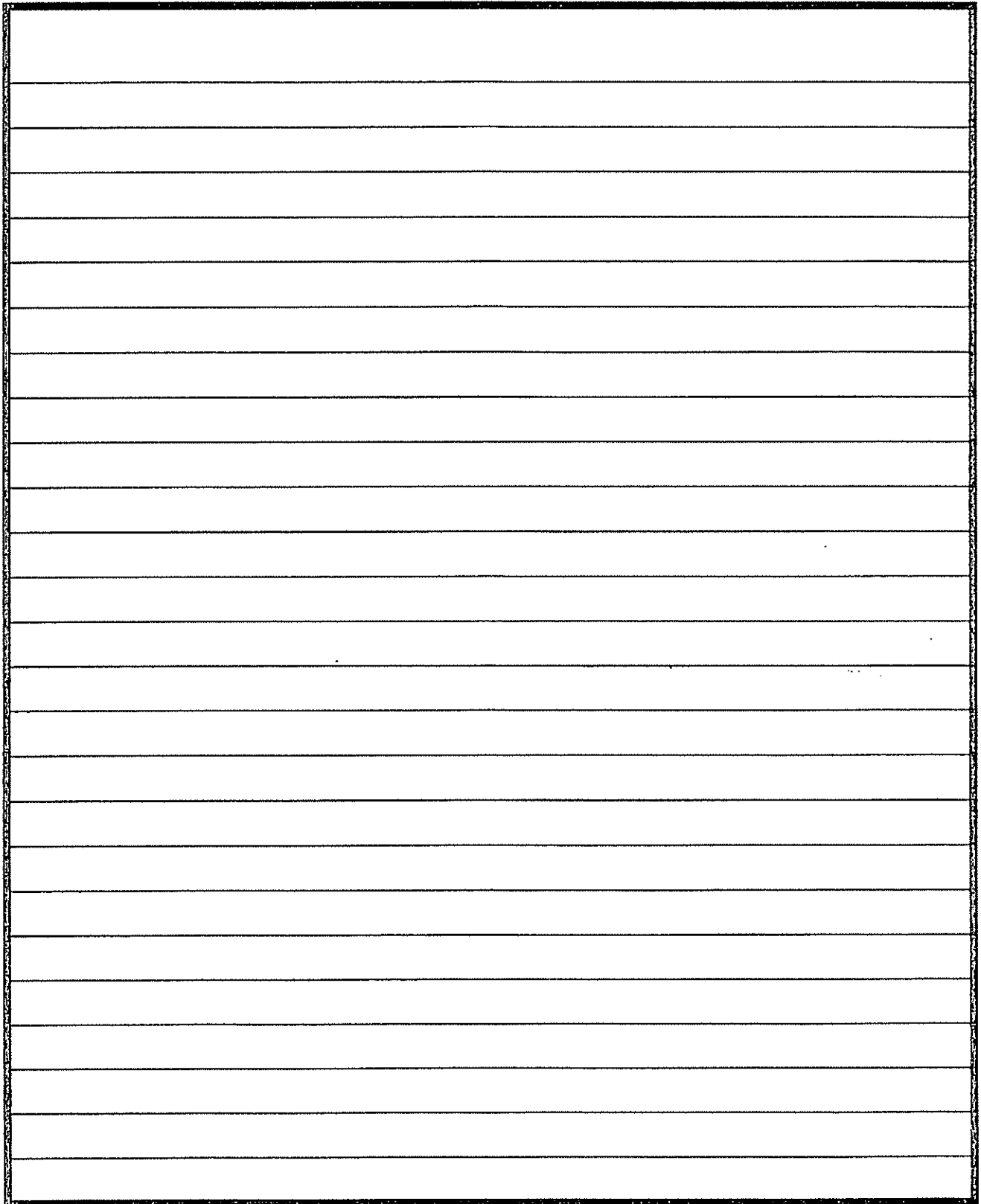
STEP 5: Take your quiz.

SCORE:

STEP 6: Reflect, are there any connections, observations, or questions that you had while reading the article?

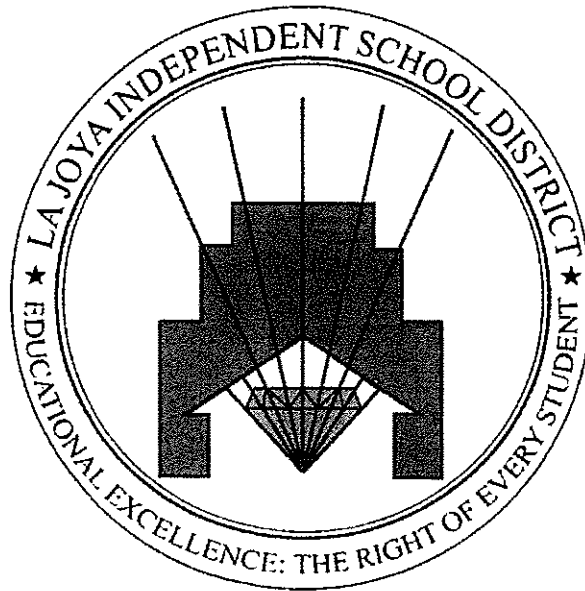
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Date:

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**Reflect in writing what connections
you made with the article.**

La Joya Independent School District



High School

Week of: 03/30/20

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English 4

**Language Arts/
Lectura y Escritura**

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Name: _____ Class: _____

Will the 'right' college major get you a job?

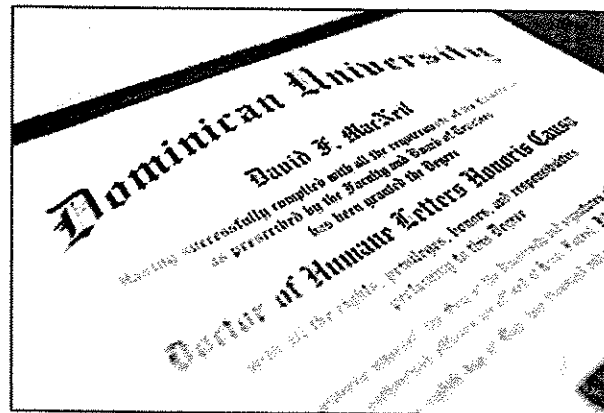
By Glenn Altschuler
2015

A common question that most students in college, or preparing to apply for college, get is 'what do you want to major in?' But how much does your major in college truly matter? In this informational text, Glenn Altschuler discusses how important the major you choose in college is to your success after college. As you read, take notes on what drives people to choose certain majors in college.

- [1] A college education provides lots of benefits. Those benefits include acquiring skills, identifying interests, learning about others across time and space, and establishing personal and professional connections.

Abundant evidence exists that college graduates are more mature and self-confident, better citizens, healthier, wealthier and happier than individuals who do not have an undergraduate degree.

As the cost of attendance has skyrocketed, however, students and their parents are focusing more and more on short-term considerations. Does college constitute a sound financial investment? Will a graduate get a good job with a high salary?



"Diploma-12" by Dominican University is licensed under CC BY-NC-ND 2.0

College myths and misconceptions

In *Will College Pay Off?*, Peter Cappelli, a professor of management and director of the Center for Human Resources at the Wharton School at the University of Pennsylvania, draws on existing data on employment and higher education in the United States to provide some surprising and provocative answers to these questions.

- [5] In the process, he busts pervasive¹ myths and misconceptions.

Cappelli acknowledges that the average college graduate now earns considerably more than a person with a high school degree and that the gap between them is growing.

He points out, however, that the "college wage premium," the difference between the annual and lifetime earnings of college graduates and those who do not have an undergraduate degree, has been volatile² in the United States over time. As recently as the 1960s and the '70s, no gap existed. The current gap is higher for workers who have been out of college longer.

1. **Pervasive (adjective):** spreading widely throughout an area or group of people
2. **Volatile (adjective):** able to change rapidly and unpredictably, especially for the worse

Cappelli implies that it may well narrow sometime soon.

In Italy and China, for example, college grads are no more successful than high school grads in the job market.

- [10] According to Cappelli, the current labor force is overeducated — a controversial claim at variance with recommendations by the President's Council on Jobs and Competitiveness and other organizations dominated by corporate executives, who, Cappelli implies, have an interest in generating a surplus³ of qualified workers.

The average worker, he indicates, has about 30% more education than his or her job requires. About 60% of parking lot attendants have some college education. To document his conclusion, Cappelli includes the results of a survey on employment outcomes 2010-2012 conducted by the Center for Economic and Policy Research.

The survey shows that 22% of recent graduates in engineering, 23% in education, 26% in health, 31% in math and computing, 36% in sciences, 43% in architecture and construction, 47% in social sciences, 48% in agriculture and natural resources, 51% in business, 55% in the liberal arts, 56% in communications and 56% in leisure and hospitality were in jobs where a bachelor's degree was not required!

Encouraging a job-specific major is wrong advice

Cappelli insists as well that the assumptions about the (decidedly positive) average financial impact of a college education have limited utility. One reason is that graduation rates have declined significantly, with fewer than 60% of students, many of them laden with loans, getting a degree six years after they entered as freshmen.

There are also dramatic differences between the "sticker price"⁴ and the tuition and fees families actually pay. Also, the variation across schools and fields for those who do graduate is quite large. Additionally, there is an excessive emphasis these days on first jobs, even though they are no longer a reliable indicator of a successful career path.

- [15] Equally important, Cappelli maintains that choosing a major in a field that is "hot," an approach many politicians want to tie to financial support, is a "fool's errand."

For one thing, labor markets are notoriously⁵ volatile. In response to the fracking⁶ boom, for example, enrollments in petroleum engineering have tripled; this huge surge, he predicts, will soon make the field as unattractive as it was in the 1980s.

And, contrary to conventional wisdom, there does not appear to be a shortage of "STEM" (science, technology, engineering, math) grads. While the number of STEM grads is increasing dramatically, only 22% of recent undergraduates who completed majors in science and math got jobs using these skills.

3. excess

4. the advertised price of an item, like the one on the sticker of a new car

5. **Notorious (adjective):** well-known for something bad

6. the process of drilling into the Earth and injecting high pressure fluid to release gas and oil

Cappelli also asserts that the increasingly pervasive tendency to push students into specialized, occupation-specific courses or majors — in animation, invasive cardiovascular technology, bakery science, turf and turf grass management, fire protection engineering — “may well be exactly the wrong advice.”

Just pursue your passion

Employers prefer to hire people who have decision-making, organizational and planning, problem-solving, writing and communication skills.

- [20] These skills, Cappelli suggests, are best learned in liberal arts programs. Currently derided⁷ by proponents of a more “practical” curriculum, the liberal arts, he writes, “may make the greatest intellectual and learning demands on students of any field.”

To be sure, a liberal arts degree does not come with a guarantee of a big financial payoff. But then again, despite implicit and explicit promises, neither do the much ballyhooed⁸ applied vocational⁹ degrees.

Sending a child to college is often the most significant decision a family makes. A college degree can, and often does, pay substantial dividends (some of them financial) on that investment.

But the relationship between the choice of a specific institution and a major and a lucrative¹⁰ and fulfilling first job and career is complicated. It has lots of moving parts.

And so the best advice to prospective students may well be advice that has been around for a long time: after factoring in need-based financial aid and/or merit-based scholarships, go to the college with the best students and the most distinguished faculty.

- [25] Major in what interests you most and what you are best at.

“Will the ‘right’ college major get you a job?” by Glenn Altschuler, Cornell University, June 3, 2015. Copyright © The Conversation 2015, CC-BY-ND.

7. **Deride (verb):** to express contempt for; ridicule
8. **praised**
9. **relating to an occupation or employment**
10. **Lucrative (adjective):** producing a great deal of profit

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
 - A. Having a college degree isn't valuable right now, as there are few jobs that actually require people to have a degree.
 - B. It's difficult to measure the long-term financial payoffs that certain majors will yield, which is why it's best to choose majors based on your interests and strengths.
 - C. Students should focus on occupation-specific majors, as they're more likely to be placed into jobs immediately after graduating.
 - D. While liberal art degrees don't prepare students for a specific job, they give widely applicable skills that all employers value.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "He points out, however, that the 'college wage premium,' the difference between the annual and lifetime earnings of college graduates and those who do not have an undergraduate degree, has been volatile in the United States over time." (Paragraph 7)
 - B. "51% in business, 55% in the liberal arts, 56% in communications and 56% in leisure and hospitality were in jobs where a bachelor's degree was not required!" (Paragraph 12)
 - C. "Currently derided by proponents of a more 'practical' curriculum, the liberal arts, he writes, 'may make the greatest intellectual and learning demands on students of any field.'" (Paragraph 20)
 - D. "But the relationship between the choice of a specific institution and a major and a lucrative and fulfilling first job and career is complicated. It has lots of moving parts." (Paragraph 23)

3. What is the author's overall purpose in the text?
 - A. to encourage students to go to college to chase their passion, rather than get a job
 - B. to criticize colleges for not helping students locate jobs after they leave college
 - C. to suggest that students consider alternatives to college, as there's no guarantee that it'll pay off
 - D. to show how there is no proven path through college that guarantees a high-paying job

4. How has the gap between what college graduates earn and what people without a degree earn, according to the text, change over time?
- A. The author shows how the earning gap between people with degrees and people without has varied over time, and will likely diminish in the future.
 - B. The author describes how people without degrees have begun to earn closer to those with degrees as they enter programs that prepare them for a specific job.
 - C. The author emphasizes how there will be little to no wage gap between what those with college degrees and those without earn, as the job market becomes more competitive.
 - D. The author shows how the earning gap between people with degrees and people without is widening as employers become more desperate for skilled workers.
5. What is the relationship between the major students choose and their future success? Cite evidence from the text to support your response.

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In the text, various ideas about why to choose a college major are discussed. If you were to attend college, what do you think you would major in? Explain why.
2. In the text, the author discusses how many people go into majors that they think will lead to high paying jobs. Do you think the purpose of college is to make money? Why or why not? If you decide to attend college, what do you want out of the experience?
3. In the text, the author discusses how there isn't a specific major that leads to success. What are the different types of success? Do you consider success to be financial or does it have to do with personal happiness? How are a person's views on success important to consider while choosing a major?

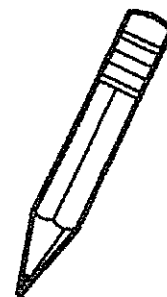
NEWSLA: ARTICLE OUTLINE

STEP 1: Define unfamiliar words, or find synonyms for weak adjectives using your dictionary.

1. _____ -
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3. _____ -
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STEP 2: What is the main idea of the article? Add textual evidence to support your answer.

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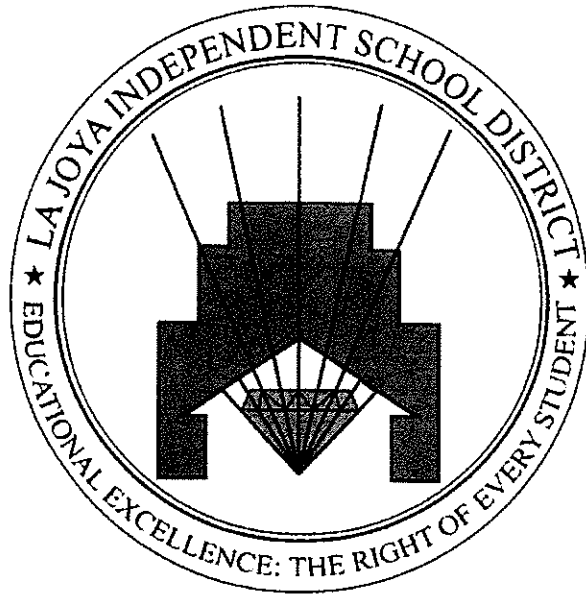
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**Reflect in writing what connections
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La Joya Independent School District



High School

Week of: 04/06/20

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English 4

Language Arts/

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Name: _____ Class: _____

Characteristics of Resilient People

By Set to Go
2019

How do people successfully rebound from the challenges they face in everyday life? This informational text discusses the characteristics that resilient people have in common. As you read, take notes on how a person can increase their resilience.

- [1] Resilience is the ability to bounce back from difficult times in life. Resilience emerges from the lessons and skills we learn as we grow up and face our difficulties, whatever they may be. Why is resilience important? Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life. Resilience doesn't solve all of our problems, but it will help you cope, adjust and stay on your feet. There are many ways to boost your resilience — read on to learn more about what characteristics resilient people share.



"Nepal" by Christopher Burns is licensed under CCO

Support network

It really doesn't matter who has your back in life – parents, friends, relatives, teachers, coaches — the point is that having a solid support system is a very important part of resilience. The people in your support system will give you understanding, guidance, and comfort when you're struggling with a problem. It is good to learn to ask for help from the people who support you.

Give back

It may seem odd to suggest that giving to others helps you get through your own problems, but keeping up your commitments (to yourself, family, friends), or a commitment to a cause (like volunteering) are very helpful ways to take the focus off your problems. Helping others helps expand your life skills and problem-solving abilities. Also, giving back to yourself is helpful — taking good care of your health or treating yourself to something nice are soothing ways to take the focus off stressful emotions.

Don't give in

Resilient people learn to accept emotional pain and stress as part of life – they don't allow their difficulties to define them. A resilient person would avoid feeling sorry for themselves. Instead, they recognize their feelings, acknowledge the problems that they're facing, trust that they have the ability to face their problems, and believe they have the strength to maintain their emotional balance.

Accept change

- [5] Accepting the fact that some things change is a basic part of resilience. When your goals, plans, ideas or hopes are ruined because of unavoidable circumstances, a flexible and positive attitude will allow you to focus on new plans or new hopes. If you accept the things you can't change or control, you're free to put your effort into the things you can change and control.

Choose your attitude

Most of the time, you don't get to choose the obstacles and difficulties that life puts in your path, but it's good to remember that you get to choose your attitude toward adversity. During hard times, it's helpful to find something positive to think about and imagine a positive outcome. Even if you don't have all the answers and even if the solution to your problems isn't obvious, you can choose to believe that things will work out. You can tell yourself that your problems are manageable. You can choose to see yourself as a fighter, not a victim.

Keep it in perspective

When a resilient person faces adversity, they're likely to avoid making things worse by jumping to extremes. Resilient people tell themselves that their troubles won't last forever. They don't see every bump in the road as a catastrophe; they understand that things can't be perfect and they have realistic expectations of themselves and what they can achieve.

Humor

You might have heard that "laughter is the best medicine." And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up! Laughter and humor are wonderful ways to connect to others. They help release the feeling of stress that adversity causes you. Laughter is also good for your body - it changes your body's response to stress.

"Characteristics of Resilient People" by Set to Go. Copyright © 2019 by the JED Foundation. Published with permission, all rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
 - A. Resiliency is the key to problem-solving for most people.
 - B. People are able to avoid tough situations because of resilience.
 - C. Life lessons provide people with different amounts of resiliency.
 - D. Resilient people possess qualities that enable them to overcome challenges.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "There are many ways to boost your resilience - read on to learn more about what characteristics resilient people share." (Paragraph 1)
 - B. "It really doesn't matter who has your back in life - parents, friends, relatives, teachers, coaches - the point is that having a solid support system is a very important part of resilience." (Paragraph 2)
 - C. "Even if you don't have all the answers and even if the solution to your problems isn't obvious, you can choose to believe that things will work out." (Paragraph 6)
 - D. "And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up!" (Paragraph 8)

3. What connection does the author draw between resiliency and struggle?
 - A. Resilient people are seldom able to help others because they do not understand struggle.
 - B. People who are resilient struggle because they feel sorry for themselves and others.
 - C. Resilient people avoid struggle because they are able to laugh at themselves.
 - D. People who are resilient are able to power through the struggles they face.

4. How does the author support the idea that the ongoing development of resilience is necessary?
 - A. "Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life." (Paragraph 1)
 - B. "If you accept the things you can't change or control, you're free to put your effort into the things you can change and control." (Paragraph 5)
 - C. "Resilient people tell themselves that their troubles won't last forever." (Paragraph 7)
 - D. "Laughter is also good for your body - it changes your body's response to stress." (Paragraph 8)

5. What is the author's purpose in paragraph 1?
 - A. to provide readers with a definition of resiliency
 - B. to demonstrate that resiliency can be found in everyday life
 - C. to persuade readers that resiliency is necessary for success
 - D. to argue the importance of resiliency for people as they grow up

Name: _____ Class: _____

'Why Sit Here and Die' Speech

By Maria W. Stewart
1832

Maria W. Stewart (1803-1879) was an African American domestic servant who became a teacher, journalist, lecturer, abolitionist, and women's rights activist. While she was the first African American woman to give a public lecture, she was also the first American woman to speak to an audience of both men and women. On September 21, 1832 she delivered her speech "Why Sit Here and Die" at Franklin Hall, Boston to the New England Anti-Slavery Society, an abolitionist society organized in 1831 by William Lloyd Garrison, the editor of The Liberator. As you read, take notes on what evidence Maria W. Stewart uses to support her claim.

- [1] Why sit ye here and die? If we say we will go to a foreign land, the famine and the pestilence are there, and there we shall die. If we sit here, we shall die. Come let us plead our cause before the whites: if they save us alive, we shall live — and if they kill us, we shall but die.

Methinks I heard a spiritual interrogation — 'Who shall go forward, and take off the reproach that is cast upon the people of color? Shall it be a woman?' And my heart made this reply — 'If it is thy will, be it even so, Lord Jesus!'



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I have heard much respecting the horrors of slavery; but may Heaven forbid that the generality of my color throughout these United States should experience any more of its horrors than to be a servant of servants, or hewers¹ of wood and drawers of water! Tell us no more of southern slavery; for with few exceptions, although I may be very erroneous in my opinion, yet I consider our condition but little better than that. Yet, after all, methinks there are no chains so galling as the chains of ignorance — no fetters² so binding as those that bind the soul, and exclude it from the vast field of useful and scientific knowledge. O, had I received the advantages of early education, my ideas would, ere now, have expanded far and wide; but, alas! I possess nothing but moral capability — no teachings but the teachings of the Holy Spirit.

I have asked several individuals of my sex, who transact business for themselves, if providing our girls were to give them the most satisfactory references, they would not be willing to grant them an equal opportunity with others? Their reply has been — for their own part, they had no objection; but as it was not the custom, were they to take them into their employ, they would be in danger of losing the public patronage.³

1. A "hewer" is a person who cuts wood, stone, or other materials.
2. A "fetter" is a chain or manacle used to restrain a prisoner.
3. money and support given to a business

- [5] And such is the powerful force of prejudice. Let our girls possess what amiable qualities of soul they may; let their characters be fair and spotless as innocence itself; let their natural taste and ingenuity be what they may; it is impossible for scarce an individual of them to rise above the condition of servants. Ah! why is this cruel and unfeeling distinction? Is it merely because God has made our complexion to vary? If it be, O shame to soft, relenting humanity! Tell it not in Gath! publish it not in the streets of Askelon!⁴ Yet, after all, methinks were the American free people of color to turn their attention more assiduously to moral worth and intellectual improvement, this would be the result: prejudice would gradually diminish, and the whites would be compelled to say, unloose those fetters!

Though black their skins as shades of night, their hearts are pure, their souls are white.

Few white persons of either sex, who are calculated for any thing else, are willing to spend their lives and bury their talents in performing mean, servile labor. And such is the horrible idea that I entertain respecting a life of servitude, that if I conceived of there being no possibility of my rising above the condition of a servant, I would gladly hail death as a welcome messenger. O, horrible idea, indeed! to possess noble souls aspiring after high and honorable acquirements, yet confined by the chains of ignorance and poverty to lives of continual drudgery and toil. Neither do I know of any who have enriched themselves by spending their lives as house-domestics, washing windows, shaking carpets, brushing boots, or tending upon gentlemen's tables. I can but die for expressing my sentiments; and I am as willing to die by the sword as the pestilence; for I and a true born American; your blood flows in my veins, and your spirit fires my breast.

I observed a piece in the *Liberator*⁵ a few months since, stating that the colonizationists had published a work respecting us, asserting that we were lazy and idle. I confute⁶ them on that point. Take us generally as a people, we are neither lazy nor idle; and considering how little we have to excite or stimulate us, I am almost astonished that there are so many industrious and ambitious ones to be found; although I acknowledge, with extreme sorrow, that there are some who never were and never will be serviceable to society. And have you not a similar class among yourselves?

Again. It was asserted that we were "a ragged set, crying for liberty." I reply to it, the whites have so long and so loudly proclaimed the theme of equal rights and privileges, that our souls have caught the flame also, ragged as we are. As far as our merit deserves, we feel a common desire to rise above the condition of servants and drudges.⁷ I have learnt, by bitter experience, that continual hard labor deadens the energies of the soul, and benumbs the faculties of the mind; the ideas become confined, the mind barren, and, like the scorching sands of Arabia, produces nothing; or, like the uncultivated soil, brings forth thorns and thistles.

4. This is a quote from the second Book of Samuel, explaining God's law for Israel under the guidance of the prophets.
5. The *Liberator* was an abolitionist newspaper started by William Lloyd Garrison in 1831. It published weekly articles denouncing slavery from 1831 until the end of the Civil War in 1865.
6. **Confute** (*verb*): to prove someone or something wrong
7. A "drudge" is a person made to do hard, menial, or dull work.

[10] Again, continual hard labor irritates our tempers and sours our dispositions; the whole system becomes worn out with toil and failure; nature herself becomes almost exhausted, and we care but little whether we live or die. It is true, that the free people of color throughout these United States are neither bought nor sold, nor under the lash of the cruel driver; many obtain a comfortable support; but few, if any, have an opportunity of becoming rich and independent; and the employments we most pursue are as unprofitable to us as the spider's web or the floating bubbles that vanish into air. As servants, we are respected; but let us presume to aspire any higher, our employer regards us no longer. And were it not that the King eternal has declared that Ethiopia shall stretch forth her hands unto God, I should indeed despair.⁸

I do not consider it derogatory, my friends, for persons to live out to service. There are many whose inclination leads them to aspire no higher; and I would highly commend the performance of almost any thing for an honest livelihood; but where constitutional strength is wanting, labor of this kind, in its mildest form, is painful. And doubtless many are the prayers that have ascended to Heaven from Africa's daughters for strength to perform their work. Oh, many are the tears that have been shed for the want of that strength! Most of our color have dragged out a miserable existence of servitude from the cradle to the grave. And what literary acquirements can be made, or useful knowledge derived, from either maps, books or charm, by those who continually drudge from Monday morning until Sunday noon? O, ye fairer sisters, whose hands are never soiled, whose nerves and muscles are never strained, go learn by experience! Had we had the opportunity that you have had, to improve our moral and mental faculties, what would have hindered our intellects from being as bright, and our manners from being as dignified as yours? Had it been our lot to have been nursed in the lap of affluence and ease, and to have basked beneath the smiles and sunshine of fortune, should we not have naturally supposed that we were never made to toil? And why are not our forms as delicate, and our constitutions as slender, as yours? Is not the workmanship as curious and complete? Have pity upon us, have pity upon us, O ye who have hearts to feel for others' woes; for the hand of God has touched us. Owing to the disadvantages under which we labor, there are many flowers among us that are... born to bloom unseen, and waste their fragrance on the desert air.

8. This is a reference to Psalm 68, in which everyone, believers and those who are hostile to God's people, will one day acknowledge the power of God.

My beloved brethren, as Christ has died in vain for those who will not accept of offered mercy, so will it be vain for the advocates of freedom to spend their breath in our behalf, unless with united hearts and souls you make some mighty efforts to raise your sons, and daughters from the horrible state of servitude and degradation in which they are placed. It is upon you that woman depends; she can do but little besides using her influence; and it is for her sake and yours that I have come forward and made myself a hissing and a reproach among the people; for I am also one of the wretched and miserable daughters of the descendants of fallen Africa. Do you ask, why are you wretched and miserable? I reply, look at many of the most worthy and interesting of us doomed to spend our lives in gentlemen's kitchens. Look at our young men, smart, active and energetic, with souls filled with ambitious fire; if they look forward, alas! what are their prospects? They can be nothing but the humblest laborers, on account of their dark complexions; hence many of them lose their ambition, and become worthless. Look at our middle-aged men, clad in their rusty plaids and coats; in winter, every cent they earn goes to buy their wood and pay their rents; their poor wives also toil beyond their strength, to help support their families. Look at our aged sires,⁹ whose heads are whitened with the front of seventy winters, with their old wood-saws on their backs. Alas, what keeps us so? Prejudice, ignorance and poverty. But ah! methinks our oppression is soon to come to an end; yes, before the Majesty of heaven, our groans and cries have reached the ears of the Lord of Sabaoth¹⁰ [James 5:4]. As the prayers and tears of Christians will avail the finally impenitent¹¹ nothing; neither will the prayers and tears of the friends of humanity avail us any thing, unless we possess a spirit of virtuous emulation¹² within our breasts. Did the pilgrims, when they first landed on these shores, quietly compose themselves, and say, "the Britons have all the money and all the power, and we must continue their servants forever?" Did they sluggishly sigh and say, "our lot is hard, the Indians own the soil, and we cannot cultivate it?" No; they first made powerful efforts to raise themselves and then God raised up those illustrious patriots WASHINGTON and LAFAYETTE,¹³ to assist and defend them. And, my brethren, have you made a powerful effort? Have you prayed the Legislature for mercy's sake to grant you all the rights and privileges of free citizens, that your daughters may raise to that degree of respectability which true merit deserves, and your sons above the servile situations which most of them fill?

"Why Sit Here and Die Speech" by Maria W. Stewart (1832) is in the public domain.

9. A "sire" is an archaic term for a male ancestor.
10. a translation from the Old Testament, meaning armies or hosts
11. **Impenitent** (*adjective*): not feeling shame or regret about one's actions or attitudes
12. **Emulation** (*noun*): ambition to equal or excel others
13. Marquis de Lafayette (1757-1843) was a French aristocrat and military officer who fought in the American Revolutionary War

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What are TWO main ideas of Maria W. Stewart's speech? [RI.2]
 - A. God is responsible for the discriminatory treatment of African Americans.
 - B. Any individual who decides to commit to a life of domestic servitude is disgraceful.
 - C. African Americans and women are products of the unfair treatment they receive in the United States.
 - D. Slavery has crushed African Americans' will to resist and overcome discriminatory practices.
 - E. African American women can merely pray for divine intervention for equal rights, as they are not a priority for social reformers.
 - F. African Americans should work to advance their status by demanding more opportunities for education and meaningful work.

2. PART B: Which TWO pieces of evidence from the speech best support the answer to Part A? [RI.1]
 - A. "Tell us no more of southern slavery; for with few exceptions, although I may be very erroneous in my opinion, yet I consider our condition but little better than that." (Paragraph 3)
 - B. "Is it merely because God has made our complexion to vary? If it be, O shame to soft, relenting humanity!" (Paragraph 5)
 - C. "Neither do I know of any who have enriched themselves by spending their lives as house-domestics" (Paragraph 7)
 - D. "I have learnt, by bitter experience, that continual hard labor deadens the energies of the soul, and benumbs the faculties of the mind" (Paragraph 9)
 - E. "there are many flowers among us that are... born to bloom unseen, and waste their fragrance on the desert air." (Paragraph 11)
 - F. "It is upon you that woman depends; she can do but little besides using her influence; and it is for her sake and yours that I have come forward and made myself a hissing" (Paragraph 12)

3. PART A: Which statement best describes Stewart's opinion on how white women's experiences relate to the experiences of black women? [RI.3]
 - A. White women will never be able to understand the situation of African Americans because they have been brought up in a life of luxury.
 - B. Although white women may have experienced limitations due to their gender, they cannot understand the experiences of African American women unless they take action.
 - C. Both women and African Americans have been treated unfairly, which has created situations that prevent either group from rising above their stations.
 - D. Gender expectations have caused women of all races to be forced into a life of servitude, and they must pray for intervention to escape it.

4. PART B: Select the quotation from Stewart’s speech that most directly supports the answer to Part A. [RI.1]
- A. “Their reply has been — for their own part, they had no objection; but as it was not the custom, were they to take them into their employ, they would be in danger of losing the public patronage.” (Paragraph 4)
 - B. “Oh, many are the tears that have been shed for the want of that strength! Most of our color have dragged out a miserable existence of servitude from the cradle to the grave.” (Paragraph 11)
 - C. “O, ye fairer sisters, whose hands are never soiled, whose nerves and muscles are never strained, go learn by experience! ” (Paragraph 11)
 - D. “Have you prayed the Legislature for mercy’s sake to grant you all the rights and privileges of free citizens, that your daughters may raise to that degree of respectability” (Paragraph 12)

5. How does the reference to the Thirteen Colonies’ fight for independence from Great Britain contribute to the development of Maria W. Stewart’s argument? [RI.5]

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the context of the speech, how do we define the roles of men and women? How do the experiences of African American women compare to those of white women? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. In the context of the text, how does a person overcome adversity? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. In the context of the speech, how are racial and gender discrimination related? How were they related in the past, and how this dynamic changed? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

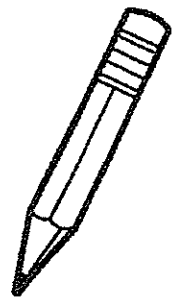
NEWSLA: ARTICLE OUTLINE

STEP 1: Define unfamiliar words, or find synonyms for weak adjectives using your dictionary.

1. _____ -
2. _____ -
3. _____ -
4. _____ -
5. _____ -

STEP 2: What is the main idea of the article? Add textual evidence to support your answer.

STEP 3: ONE PICTURE IS WORTH A THOUSAND WORDS.



STEP 4: Summarize the article using complete sentences. Be sure to answer the: who, what, when, where, why, and how?

STEP 5: Take your quiz.

SCORE:

STEP 6: Reflect, are there any connections, observations, or questions that you had while reading the article?
