

City of Angels School

Independent Study – Los Angeles Unified School District
High School Instructional Framework – Course ID # 203231

ERWC A

The major purpose of this **ERWC A** course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

ERWC A is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. **ERWC A** meets the basic **twelfth-grade** English requirement for graduation and fulfills the A requirement of the UC/CSU Subject Area Requirements.

Standards

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

Texts and Websites

Savas, [MyPerspectives British & World Literature Volume 1](#) © 2022

Student may access the textbook companion site, Achieve 3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

Grade Distribution:

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)

- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

MyPerspectives English

Unit opener: this reading is a short introduction to the unit. Students complete a vocabulary word network(word association) and a summary of the reading.

Each Reading follows the same pattern – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **(Assignment 1) ○ Concept Vocabulary:** Introduce the vocabulary words in the selection. ○ **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with guiding questions (digital version can be typed on). ○ **Comprehension Check:** short answer comprehension questions
 - **Research:** Students are asked to choose something from the reading to research to clarify and explore.
- **(Assignment 2) ○ Close Read (second read):** Students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
 - **Analyze the Text:** Short answer questions with evidence cited.
- **(Assignment 3) ○ Analyze Craft and Structure:** Literary device lesson.
 - **Concept Vocabulary:** A closer look at vocabulary words and word study.
- **(Assignment 4) ○ Conventions:** Grammar/mechanics practice.
- **Selection test is available online digitally or print forms**
- **(Assignment 5) (teacher discretion) ○ Writing to Sources:** Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
 - **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.

Performance Task/Performance Assessment ○ Performance Task is a final writing/speaking project based on the readings.

- Performance Assessment is a final writing/speaking project based on the Essential Question

Optional Novel (teacher discretion) – One correlated novel was chosen from a list of options offered by Savvas. See MyPerspectives+ for more options.

Supplementary Resources for Relearning and Differentiation (available through Savvas App)

- ELD Support:
 - Accessible Leveled Text (summarized versions of the readings with explanations) ○ Audio reading in multiple languages ○ English Language Support Lessons
- Advanced Learners –
 - Extension Questions
 - Independent Learning additional texts
 - Conventions additional lessons/ mini lessons/Interactive lessons ○ Literary Device additional lessons/ mini lessons/Interactive lessons ○ Novel Correlations/Trade Books
- Struggling Readers:
 - Accessible Leveled Text (summarized versions of the readings with explanations) ○ Audio reading
 - English Language Support Lessons ○ Conventions additional lessons/ mini lessons/Interactive lessons ○ Literary Device additional lessons/ mini lessons/Interactive lessons
- All Readers:
 - Audio Reading
 - Word Study additional lessons
 - Conventions additional lessons/mini lessons/Interactive lessons ○ Literary Device additional lessons/mini lessons/Interactive lessons

*Multicultural Selection

<p>Week 1 – Unit 1: Forging a Hero Essential Question: What makes a hero?</p>
<ul style="list-style-type: none"> ○ Achieve 3000: Levelset assessment ○ Achieve3000: Complete two 5-step lesson articles ○ Unit 1 Introduction, <i>A World of Heroes</i>, p. 6-8 (Read, Vocabulary, and Summary) ○ Review with your teacher: Historical Perspectives, pp. 12-15 ○ Reading #1: <i>from Beowulf</i>, pp. 19-50
<p>Week 2 – Unit 1: Forging a Hero Essential Question: What makes a hero?</p>
<ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #2: <i>from Beowulf</i> (Graphic Novel), pp. 51-61 ○ Optional: Novel reading: <i>*Narrative of Sojourner Truth</i>, by: Sojourner Truth - Read & answer discussion questions <i>Narrative of Sojourner Truth I</i>
<p>Week 3 – Unit 1: Forging a Hero Essential Question: What makes a hero?</p>
<ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Complete pages 61-69 by following all steps of the Performance Task ○ Optional: Novel reading: <i>*Narrative of Sojourner Truth</i>, by: Sojourner Truth - Read & answer discussion questions <i>Narrative of Sojourner Truth II</i>

<p>Week 4 – Unit 2: Reflecting on Society Essential Question: How do people come to have different views on society?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Unit 2 Introduction, <i>Standing Up to Absolute Power</i>, p. 116-118 (Read, Vocabulary, and Summary) ○ Review with your teacher: Historical Perspectives, pp. 122-125 ○ Reading #1: <i>The Prologue from The Canterbury Tales</i>, pp.129-160
<p>Week 5 – Unit 2: Reflecting on Society Essential Question: How do people come to have different views on society?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #2: <i>The Prologue from The Canterbury Tales: The Remix</i>, pp. 161-166 ○ Optional: Novel reading: <i>*Narrative of Sojourner Truth</i>, by: Sojourner Truth - Read & answer discussion questions “<i>Book of Life</i>” I
<p>Week 6 – Unit 2: Reflecting on Society Essential Question: How do people come to have different views on society?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Complete pages 166-173 by following all steps of the Performance Task ○ Optional: Novel reading: <i>*Narrative of Sojourner Truth</i>, by: Sojourner Truth - Read & answer discussion questions “<i>Book of Life</i>” II
<p>Week 7 – Unit 3: Facing the Future, Confronting the Past Essential Question: How do the attitudes toward the past and future shape our actions?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Unit 3 Introduction, <i>Better Never to Have Met at All</i>, p. 240-242 (Read, Vocabulary, and Summary) ○ Review with your teacher: Historical Perspectives, pp. 246-249 ○ Reading #1: <i>The Tragedy of MacBeth</i>, Act I – pp. 260-280 ○ Optional: Novel reading: <i>*Narrative of Sojourner Truth</i>, by: Sojourner Truth - Read & answer discussion questions “<i>Book of Life</i>” III
<p>Week 8 - Unit 3: Facing the Future, Confronting the Past Essential Question: How do the attitudes toward the past and future shape our actions?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #2: <i>The Tragedy of MacBeth</i>, Act II – pp. 281-296 ○ Reading #3: <i>The Tragedy of MacBeth</i>, Act III – pp. 297-314
<p>Week 9 - Unit 3: Facing the Future, Confronting the Past Essential Question: How do the attitudes toward the past and future shape our actions?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #4: <i>The Tragedy of MacBeth</i>, Act IV – pp. 315-334 ○ Reading #5: <i>The Tragedy of MacBeth</i>, Act V – pp. 335-334 ○ Optional: Novel reading: <i>*Narrative of Sojourner Truth</i>, by: Sojourner Truth - Read & answer discussion questions A Memorial Chapter
<p>Week 10</p>

- Option 1: Performance Task, 360-367 ○
- Option 2: Novel Study final

Narrative of Sojourner Truth

Sojourner Truth

ABOUT THE AUTHOR

Sojourner Truth (1797–1883) was born into slavery in Ulster County, New York. As a child, Truth, originally named Isabella, lived with her parents, younger brother, and other household slaves in the damp, musty basement beneath the home of her master. At the age of nine, she was sold away from her parents, just as ten or twelve of her siblings had been before her. The pain her parents endured over the loss of their many children made a lasting impression on Truth. Their suffering and her own subsequent hardships in slavery informed the impassioned sermons and lectures she gave after her emancipation in 1827.

Truth experimented with a number of religions before establishing a more personal relationship with God. In 1843, Truth decided to take her spiritual message to the masses. She discarded the name Isabella and renamed herself Sojourner Truth, a name she believed fitting for one who would travel the country spreading God’s word. Over the years, Truth became known as a gifted orator and a tireless supporter of abolition and women’s rights, gaining the respect and admiration of many important American activists.

BACKGROUND

Slavery, often viewed as a uniquely Southern institution, is not usually associated with the North. Nevertheless, slavery was an important part of Northern life in the early 1800s. At that time, hundreds of thousands of enslaved blacks lived in New York, New Jersey, Pennsylvania, Connecticut, and Massachusetts. Among slave holding American cities, New York City was second only to Charleston, South Carolina, in slave population. In contrast to the Southern plantation system of slavery, however, most slave holding households in New York owned only one or two slaves, a pattern that isolated blacks from one another. As a result, Northern slaves had no cohesive African American community in which to seek solace from physical, mental, and emotional abuse.

Quick Guide	
<p>As you <i>read</i> Narrative of Sojourner Truth, <i>keep these literary elements in mind</i>:</p>	
<p>> AUTOBIOGRAPHY is a form of nonfiction in which the author tells all or part of his or her life work. story. It is typically told in the first person. However, <i>Narrative of Sojourner Truth</i> departs from a typical autobiography in a number of ways, in having been transcribed by a who writes in the third person.</p>	<p>> An AUTHOR'S PURPOSE is his or her reason(s) for writing a particular work. Truth writes to inform readers about the inhumanity of Northern slavery and from the power of religious faith and most notably forgiveness. She also hopes to gain support for the abolitionist cause.</p>
<p>Consider how the structure of this autobiography or compares to that of others you have read.</p>	<p>> FIGURATIVE LANGUAGE is writing speech that creates vivid impressions by comparing dissimilar things. As you one or more of the five senses: sight, hearing, taste, smell, and touch. Much of the imagery in language such as metaphors, similes, this autobiography revolves around instances of metaphors, similes, and personification. Consider how the abuse that was as much a part of slave life in each figure of speech helps you “see” the North as it was in the South. the meaning behind the words.</p>
<p>> A SPEECH is an oral presentation of facts or ideas made to persuade, to inform, to entertain, or to reflect an experience. Truth frequently lectured during her travels, moving people with the honesty, simplicity, and sincerity of her words. Consider which elements of her speeches made them most effective.</p>	

VOCABULARY

1. **intimation** *n.* hint; indirect suggestion
2. **superannuated** *adj.* too old or worn for further work
3. **interdiction** *n.* prohibition; restraint
4. **licentiousness** *n.* disregard for sexual restraints
5. **degradation** *n.* state of moral or intellectual inferiority
6. **expeditiously** *adv.* with efficient speed; promptly
7. **indurations** *n. pl.* places grown hard; calluses
8. **irrefragable** *adj.* impossible to refute; indisputable
9. **potentates** *n. pl.* people having great power; rulers; monarchs
10. **insurrection** *n.* rebellion; revolt
11. **machinations** *n. pl.* plots or schemes, especially ones with evil intent
12. **quotidian** *adj.* daily
13. **incredulously** *adv.* in a manner that shows doubt or disbelief
14. **incumbrance** *variation of encumbrance n.* something that weighs down or burdens; impediment
15. **insuperable** *adj.* impossible to overcome; insurmountable
16. **imputation** *n.* attribution [esp. of a fault or misconduct] to another
17. **sedulously** *adv.* diligently

18. **occidental** *adj.* Western
19. **expostulate** *v.* to reason with a person earnestly, objecting to that person's actions
20. **effluvia** *n. pl.* noxious vapors or odors © by Savvas Learning Company LLC. All Rights Reserved.

NARRATIVE OF SOJOURNER TRUTH I **Discussion**

Questions

1. What was Truth's given name, and what language did she speak as a child?
2. Describe two ways in which this narrative departs from a traditional **autobiography**.
3. Explain how Mau-mau Bett tried to prepare Isabella and her brother for their impending sale.
4. What obstacle did Isabella face in attempting to obey the Nealys? What happened as a result?
5. How did Isabella's efforts to please Mr. Dumont work against her?

WRITING ACTIVITY Write one or two paragraphs describing the sleeping space of Col. Ardinburgh's slaves and its effect on their health.

NARRATIVE OF SOJOURNER TRUTH II

Discussion Questions

1. Cite one or more images from "Gleanings" that demonstrate how slavery brought out the worst in slaveholders.
2. What initial impression did Isabella have of Matthias that might explain why she was so taken with him?
3. Why did Isabella keep secret her plans to travel east and lecture?
4. Why did Truth ask children to read the scriptures to her instead of adults?
5. Why do you think Truth was a welcome speaker even among groups of people who did not share her religious views?

WRITING ACTIVITY In one or two paragraphs, explain how Truth managed to subdue the unruly mob at the camp meeting in Northampton.

"BOOK OF LIFE" I

Discussion Questions

1. According to Frances Gage's article, why were members of the Woman's Rights Convention afraid to let Sojourner speak? What was the result of her talk?
2. Explain the importance of the battle for free speech in Indiana.
3. What portrait of Truth emerges from Harriet Beecher Stowe's *Atlantic Monthly* article "Sojourner Truth, The Libyan Sibyl"?
4. What meaning can you infer from Truth's question to Frederick Douglass: "Is God dead?"
5. Explain how Truth was instrumental in integrating the streetcars in Washington.

WRITING ACTIVITY In one or two paragraphs, explain Truth's reasons for changing her name from Isabella to Sojourner Truth.

"BOOK OF LIFE" II

Lesson Plan: *Narrative of Sojourner Truth*

Discussion Questions

1. How did Truth's reception at the Presbyterian Church in Springfield, New Jersey, compare with her treatment in other cities?
2. Why did Truth address the gathering at the Commemoration of the Eighth Anniversary of Negro Freedom?
3. What two rhetorical questions does she include in her **speech**?
4. What does Truth unsuccessfully attempt to gain in her hometown of Battle Creek?

Lesson Plan: Narrative of Sojourner Truth

5. Based on the letters and articles in this section, how successful has Truth been in gaining support for her plan to help the freedmen?

WRITING ACTIVITY Write a brief paragraph paraphrasing Truth's views on women's fashions.

"BOOK OF LIFE" III

Discussion Questions

1. Why do you think Truth was fond of the sermon included in the "Book of Life"?
2. Truth includes two letters from Olive Gilbert. What connection did Truth have with this woman?
3. A number of the letters Truth received included money. What conclusion can you draw about why Truth's friends were so willing to support her in this way?
4. Explain the meaning of the original song that Truth sang at the close of the meeting in New Lisbon.
5. Why did Truth feel the need to quit smoking?

WRITING ACTIVITY In one or two paragraphs, explain the **author's purpose** for sharing the testimonials, articles, and letters in the "Book of Life."

A MEMORIAL CHAPTER Discussion Questions

1. How do you think the first religious meeting Truth ever attended affected her future decisions?
2. According to the Explanatory Notes, what may have caused Truth's death?
3. Identify and explain the **figurative language** Truth used to describe her improved eyesight in 1877.
4. According to Thomas Fortune, why was Truth known to so few people of color?
5. According to Truth's interview in *The Inter Ocean*, to what does she credit her physical "rebirth" around age 80?

WRITING ACTIVITY Write a paragraph explaining what you think Truth meant when she said, "Religion without humanity is a poor human stuff."

PULLING IT ALL TOGETHER

WRITING Summarize the spiritual journey of Sojourner Truth, from her days as a slave to her life as an itinerant preacher, and explain how she put her religious principles into practice.

INTERVIEW Work with a partner to create an interview with Sojourner Truth about an aspect of her life or work. One student should assume the role of the reporter and the other, the role of Sojourner Truth. The student portraying Sojourner Truth should accurately reflect her tone and diction. When you are ready, perform the interview for the class. Invite questions and comments from other members of the class.

NARRATIVE OF SOJOURNER TRUTH

by Sojourner Truth

SENSITIVE ISSUES

Lesson Plan: *Narrative of Sojourner Truth*

Name:	Date:
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Some students may feel angry and frustrated by the injustice of slavery and the many cruel acts that went unpunished. This autobiography contains disturbing references to slaves being brutally beaten and whipped and families being torn apart. Vulgar racial epithets are used by Truth's former mistress in reference to Truth's young son. Much attention is given to Truth's religious beliefs; students not sharing these beliefs may be uncomfortable with this focus. Also, there is an account of Truth's baring her breast at the request of white Democrats who suspected her of being a man.

TEST

Narrative of Sojourner Truth

Sojourner Truth

A. Thinking About *Narrative of Sojourner Truth* Choose the best answer.

- Truth's first language was
 a. French. c. Dutch.
 b. English. d. Spanish.
- Before Truth is sold at age nine, Mau-mau Bett points to the stars and the moon and
 a. advises her to follow the North Star to freedom as soon as she can.
 b. says that the same stars and moon look down upon them all, no matter how far apart they might be.
 c. suggests that they will see each other again in the hereafter.
 d. tries to teach her the names of the constellations.
- Col. Ardinburgh's slaves lived and slept
 a. in ramshackle cottages behind the main house.
 b. on the hallway floor outside the bedroom of their master.
 c. in an unfinished attic crawling with spiders and mice.
 d. in the damp, smelly basement of his hotel.
- When Truth first met Matthias, she
 a. feared he meant to do her harm.
 b. had the impression of seeing Jesus in the flesh.
 c. was put off by his grotesque appearance.
 d. was suspicious of his questions about Mr. Pierson.
- Truth asked children to read the scriptures to her instead of adults because

Lesson Plan: *Narrative of Sojourner Truth*

Name:	Date:	<input type="checkbox"/>
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- a. children offered insights that helped her understand the text.
- b. children never criticized her for being illiterate.
- c. adults were always trying to offer their own interpretations.
- d. adults wouldn't comment when they read.

Lesson Plan: Narrative of Sojourner Truth

Name:	Date:
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6. During Truth's last meeting with Mr. Dumont, he confessed that he had
- a. come to realize that slavery was a great evil.
 - b. purposely allowed her son to be sold to Mr. Fowler, the Southern slaveholder.
 - c. never legally owned her.
 - d. planned to take her furniture with him when he moved west.
7. Members of the Woman's Rights Convention were afraid to let Truth speak because
- a. she was known for stirring up crowds and provoking them into riotous behavior.
 - b. they were not convinced she shared their views.
 - c. they feared being linked with the abolitionist cause.
 - d. her lack of formal education made them think she'd embarrass them.
8. Truth traveled to the city of Washington in order to
- a. purchase a small piece of property.
 - b. meet with a realtor about relocating freed slaves.
 - c. integrate the streetcars.
 - d. meet with Abraham Lincoln.
9. In her hometown of Battle Creek, Truth unsuccessfully attempted to
- a. ride a streetcar.
 - b. vote.
 - c. purchase land.
 - d. run for local government.
10. Truth felt that she would be a hypocrite if she didn't give up
- a. drinking.
 - b. smoking.
 - c. dancing.
 - d. gambling.

Name:	Date:
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B. Recognizing Literary Elements and Techniques

Answer each question below with the best term from the following list:
figurative language, imagery, autobiography, author's purpose, speech.

11. Which literary element was demonstrated when Truth employed wit, repetition, and rhythm to move her audience?

12. Olive Gilbert's use of the third person to tell Truth's story demonstrates an atypical approach to which literary element?

13. In *A Memorial Chapter*, "The Lord put new glasses in the windows of the soul" is an example of which literary element?

14. The description of a slaveholder's abuse of a mute, disabled child makes effective use of which literary element?

15. The author's efforts to inform readers about the inhumanity of slavery and the power of religious faith are examples of which literary element?

C. Essay Questions

Write your answer in the space provided. Continue on another page if necessary.

16. Explain the analogy Truth makes between the weevil in the wheat and the weevil in the Constitution.

17. Choose an image from the narrative that you found especially affecting, and describe your reaction to it. Explain how the author's use of such imagery helped her to achieve her purpose.

Name:

Date:

18. Summarize the spiritual journey of Sojourner Truth, from her days as a slave to her life as an itinerant preacher, and explain how she put her religious principles into practice.

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Lesson Plan: *Narrative of Sojourner Truth*

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