

English 3 Study Guide The Freedom to Dream

Using this study guide will help you prepare for your section quizzes and unit exam and ensure that you learn the most important content. Keep it near you, and take notes as you progress through the unit. When you have finished the unit, be sure to store it in a notebook or in a specific folder on your computer so that you can use it to study for the semester exam.

Introduction:

1. What are my unit goals/objectives?
2. My personal goal is to complete this unit by: _____

The Freedom to Dream: Interpreting the Language of Texts

1. What theme harmonizes with the American dream?
2. Paraphrase the meaning of the social contract theory.
3. Explain the difference between the State of Nature and the Law of Nature:

State of Nature Lock's interpretation:	State of Nature Hobb's interpretation:	Law of Nature

4. What does the Law of nature restrict?

5. Carefully review the **Literary Movement Timeline Avatar** and complete the following chart. Remember that taking good notes requires you to be selective about the information you write down, so only pick what you see as the most important information. *After* you have completed this chart, you will be ready to take the self-check timeline activity.

	Traditional Native Americanism (-)	Puritanism (-)	Revolutionary/ Enlightenment Era (-)
Characteristics of the Movement	1. 2. 3.	1. 2. 3.	1. 2. 3.
Literary Works and Writers	1. 2.	1. 2.	1. 2.
Major Events	1. 2. 3.	1. 2. 3.	1. 2. 3.
Notes			

6. How does “The Road Less Traveled” apply to American colonists?

A. The well-worn path of conformity leads to _____.

- B. The path less traveled leads to _____.
- C. Which road did our founding fathers choose? _____.

D. What evidence do we have of that? _____

7. Declaration of Independence PART I

A. Rhetoric is the art of language that seeks to _____

B. List 3 reasons that might have prevented the colonists from being so blunt and insulting in the Declaration of Independence:

1. _____
2. _____
3. _____

8. Declaration of Independence PART II

A. What are some goals you should have when conducting a close reading?

1. _____
2. _____
3. _____

B. After conducting a close reading, you are often asked to _____ the meaningful elements you have identified.

C. Read the **Declaration Vocabulary Journal EXAMPLE** provided for you as a model for learning new vocabulary words in the Declaration of Independence. Write down at least 2 new vocabulary strategies this example models for you:

1. _____
2. _____

D. Read the **Declaration Close Reading Notes EXAMPLE** provided for you as a model for conducting a close reading on the Declaration of Independence. Write down at least 2 new reading strategies this example models for you:

1. _____

2. _____

E. Now, put these strategies into practice as you work through the remaining sections of the Declaration of Independence. Write directly on those handouts.

9. Declaration of Independence Part III

A. Watch the **Close Reading Tutorial** and answer the questions below.

i. Fill in the blanks for the Types of Responses you could have during a close reading using the Word Bank provided below, but not all terms are used.

1. _____: Put the big ideas of the text into your own words and identify the key portions of the text that contribute to your summary.
2. _____: Record questions about passages, language, character's actions or thoughts, theme, purpose, etc... to identify potential areas of difficulty.
3. _____: Make connections between the text and your life, other poems or stories, other coursework, or your experiences.
4. _____: Write down things you notice about the author's techniques, descriptions, literary period, language, etc...
5. _____: Identify what you enjoy or appreciate about a text: language, ideas, themes, logos, pathos, etc...
6. _____: Express your opinions about the ideas of a text, author's writing technique, viewpoint or theme.

Word Bank:	
Appreciations	Summations
Questions/ Confusions	Reflections/Opinions
Connections	Notations

ii. The tutorial offers you 3 sample questions/confusions for the text. Write down at least one question in the sample which reflected your own. _____

iii. The tutorial explains a connection and reflection to the following excerpt: **“places unusual, uncomfortable, and distant from the depository of their public Records.”** Paraphrase (write in your own words) the sample reader’s response below:

iv. How do the sample **Appreciations** in the tutorial differ from your own? Note the differences in the chart below:

Appreciations in Tutorial	My Appreciations

v. Now that you've watched the tutorial, you should have a better understanding of the big picture, or main idea, of Part 3 of the Declaration of Independence. Write the main idea in your own words here:

vi. Complete the following sentence: Many of the complaints against King George can be classified as **political**, _____, **financial**, or _____.

However, the two categories that the majority of their complaints fall within are _____ and _____.

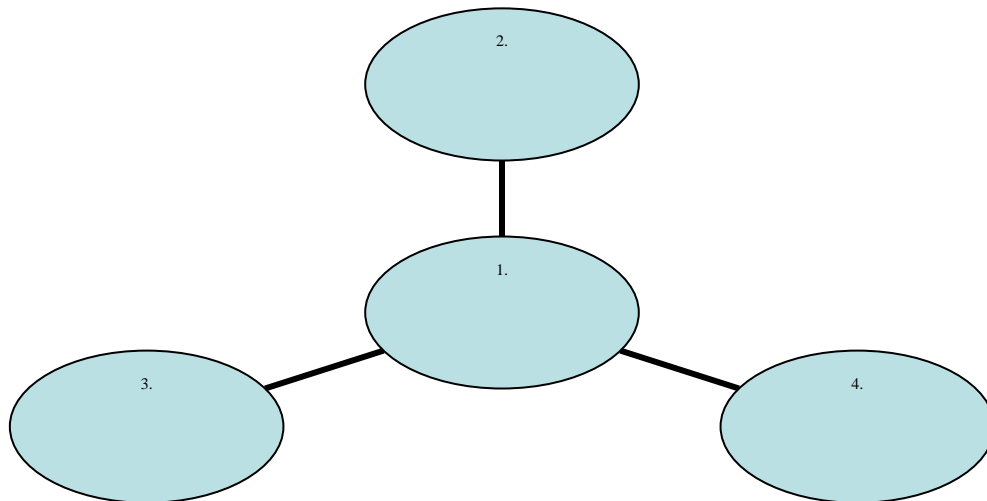
B. Here is a list of difficult vocabulary words from Part III. Quiz yourself with the electronic flashcards provided in the course and then determine how well you understand these terms.

1. **Cross off** the terms you completely understand.
2. **Circle** the terms you somewhat understand
3. **Highlight** the terms you do not understand and do some investigating by visiting an online dictionary to see expanded definitions of these words. Note their parts of speech. Then, write a sentence for those difficult terms and make a note that these are the terms you need to study before the section vocabulary quiz.

Assent to laws	
Assent	
relinquish	
Representation	
formidable	
tyrants	

depository	
fatiguing	
compliance	
measures	
dissolutions	
Annihilation	
convulsions	

Write in the graphic below the words you need to study:



10. Declaration of Independence Part IV

A. Which two complaints could be considered an outcry against morals, intellect, wisdom or enlightenment?

1. _____

2. _____

11. After you complete the flashcard activity for Part 4, note which terms are difficult for you to remember by circling them below and then writing a sentence to help jog your memory.

TERM	SENTENCE (IF NECESSARY):
------	--------------------------

endeavored	
obstructing	
Laws of Naturalization	
migrations	
Appropriations of Lands	
judiciary	
tenure	
erected	
multitude	
Standing Armies	
consent	
civil power	

12. Declaration of Independence Part V

A. Which two economic wrongdoings did King George III perpetrate?

1. _____

2. _____

B. After you complete the flashcard activity for Part 5, note which terms are difficult for you to remember by circling them below and then writing a sentence to help jog your memory.

TERM	SENTENCE (IF NECESSARY):
jurisdiction	
quartering	
depriving	

pretended offenses	
arbitrary	
absolute	

12. Declaration of Independence Part VI

A. Based on your reading of the Declaration Part 6, identify two general rules the King ignored.

1. _____
2. _____

B. After you complete the flashcard activity for Part 6, note which terms are difficult for you to remember by circling them below and then writing a sentence to help jog your memory.

TERM	SENTENCE, (IF NECESSARY):
abdicated	
plundered	
mercenaries	
perfidy	
barbarous	
constrained	
bear arms	
brethren	
domestic	
insurrections	

13. Declaration of Independence Part VII

A. The use of logic in the concluding text of the Declaration takes a different tact. What is the purpose of the logic used in the last portion of the Declaration? Why would the forefathers choose to include this logic?

PURPOSE	LOGIC

B. After you complete the flashcard activity for Part 7, note which terms are difficult for you to remember by circling them below and then writing a sentence to help jog your memory.

TERM	SENTENCE, (IF NECESSARY):
unwarrantable	
emigration	
magnanimity	
conjured	
kindred	
disavow	
consanguinity	
acquiesce	
rectitude	
levy	