



Unit 3 Overview



Guiding Questions: How did the idea of Equity shape the modern world? How did the idea of democracy change the modern world?

 Modules			
No.	Title	 Ideas	 Task
1	Declarations of Independence: the 1848 <i>Declaration of Sentiments</i>	<ul style="list-style-type: none"> Equity Gender Power 	Argumentation/Comparison: <ul style="list-style-type: none"> Should the <i>Declaration of Sentiments</i> (Seneca Falls 1848) be read as an extension of the <i>Declaration of Independence</i> (Philadelphia 1776) or as an entirely separate document? After reading the <i>Declaration of Independence</i> and the <i>Declaration of Sentiments</i>, write an essay in which you compare the two and argue one point of view or the other. Support your position with evidence from the texts.
2	Understanding American Democracy: the "Gettysburg Address"	<ul style="list-style-type: none"> Democracy Union Government Leadership 	Argumentation/Evaluation: <ul style="list-style-type: none"> How does Abraham Lincoln define "equity?" After reading The Gettysburg Address, write a public statement that discusses the Address and evaluates how Lincoln defined equity. Be sure to support your position with evidence from the text.
3	<i>A Separate Peace</i> : Fiction and Perspective	<ul style="list-style-type: none"> Character Language Perspective 	Informational/Analysis: <ul style="list-style-type: none"> What makes fiction effective? After reading an excerpt from <i>A Separate Peace</i>, write a letter to an older person that addresses the question and analyzes Knowles' use of setting and character, providing examples to clarify your analysis. What conclusions or implications can you draw?
4	Why Fight? – Roosevelt's "Great Arsenal of Democracy"	<ul style="list-style-type: none"> Democracy Duty Peace & War 	Informational/Analysis: <ul style="list-style-type: none"> Why fight? After reading Roosevelt's "Great Arsenal of Democracy," write an essay in which you describe what Roosevelt believed was worth fighting for. Support your discussion with evidence from the text.



Unit 3 Assessment



Assessment Task: After reading an excerpt from *A Separate Peace*, write a literary review in which you analyze one or two of the paragraphs in this section. Be sure to quote the text.



A Separate Peace

BY JOHN KNOWLES, 1959. PAGES 194-196.

I never talked about Phineas and neither did anyone else; he was, however, present in every moment of every day since Dr. Stanpole had told me. Finny had a vitality which could not be quenched so suddenly, even by the marrow of his bone. That was why I couldn't say anything or listen to anything about him, because he endured so forcefully that what I had to say would have seemed crazy to anyone else—I could not use the past tense, for instance—and what they had to say would be incomprehensible to me. During the time I was with him, Phineas created an atmosphere in which I continued now to live, a way of sizing up the world with erratic and entirely personal reservations, letting its rocklike facts sift through and be accepted only a little at a time, only as much as he could assimilate without a sense of chaos and loss.

No one else I have ever met could do this. All others at some point found something in themselves pitted violently against something in the world around them. With those of my year this point often came when they grasped the fact of the war. When they began to feel that there was this overwhelmingly hostile thing in the world with them, then

the simplicity and unity of their characters broke and they were not the same again.

Phineas alone had escaped this. He possessed an extra vigor, a heightened confidence in himself, a serene capacity for affection which saved him. Nothing as he was growing up at home, nothing at Devon, nothing even about the war had broken his harmonious and natural unity. So at last I had.

The parachute riggers sprinted out of the hallway toward the playing fields. From my locker I collected my sneakers, jock strap, and gym pants and then turned away, leaving the door ajar for the first time, forlornly open and abandoned, the locker unlocked. This was more final than the moment when the Headmaster handed me my diploma. My schooling was over now.

I walked down the aisle past the rows of lockers, and instead of turning left toward the exit leading back to my dormitory, I turned right and followed the Army Air Force out onto the playing fields of Devon. A high wooden platform had been erected there and on it stood a barking instructor, giving the rows of men below him calisthenics by the numbers.



Unit 3 Assessment (continued)



A Separate Peace (p2)

This kind of regimentation would fasten itself on me in a few weeks. I no longer had any qualms about that, although I couldn't help being glad that it would not be at Devon, at anywhere like Devon, that I would have that. I had no qualms at all; in fact I could feel now the gathering, glowing sense of sureness in the face of it. I was ready for the war, now that I no longer had any hatred to contribute to it. My fury was gone, I felt it gone, dried up at the source, withered and lifeless. Phineas had absorbed it and taken it with him, and I was rid of it forever.

The P.T. instructor's voice, like a frog's croak amplified a hundred times, blared out the Army's numerals, "Hut! Hew! Hee! Hore!" behind me as I started back toward the dormitory, and my feet of course could not help but begin to fall involuntarily into step with that coarse, compelling voice, which carried to me like an air-raid siren across the fields and commons.

They fell into step then, as they fell into step a few weeks later under the influence of an even louder voice and a stronger sun. Down there I fell into step as well as my nature, Phineas-filled would allow.

I never killed anybody and I never developed an intense level of hatred for the enemy.

Because my war ended before I ever put on a uniform; I was on active duty all my time at school; I killed my enemy there.

Only Phineas never was afraid, only Phineas never hated anyone. Other people experiencing this fearful shock somewhere, this sighting of the enemy, and so began an obsessive labor of defense, began to parry the menace they saw facing them by developing a particular frame of mind, "You see," their behavior toward everything and everyone proclaimed, "I am a humble ant, I am nothing, I am not worthy of this menace," or else, like Mr. Ludsbury, "How dare this threaten me, I am much too good for this sort of handling, I shall rise above this," or else, like Quackenbush, strike out at it always and everywhere, or else, like Brinker, develop a careless general resentment against it, or else like Leper, emerge from a protective cloud of vagueness only to meet it, the horror, face to face, just as he had always feared, and so give up the struggle absolutely.

All of them, all except Phineas, constructed at infinite cost to themselves these Maginot Lines against this enemy they thought they saw across the frontier, this enemy who never attacked that way—if he ever attacked at all; if he was indeed the enemy.