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"A High Performing School District"

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Home Instruction Packet for AP Language and Composition

Name of Teacher and Class: Mrs. Robinson's AP Language and Composition

<p>In this packet are materials and directions.....</p> <p>This work will be collected by the teacher. This work will be graded and counted towards their marking period grade.</p>	
<p>I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.</p> <p>You contact me at arobinson@rpsd.org</p>	
<p>Lesson: Title, Objective, What doing and how assessed.</p>	<p>Assignment Directions and how collected. Definitive due dates...</p>
<p><i>Week 1- Justice</i> Students will be able to read and respond to texts exploring various elements of Justice. Students will react to the theme and the texts through written responses evaluating the literary and rhetorical elements of the texts. Students will be assessed on the effort and effectiveness of their responses, as well as the standards conventions of writing.</p> <p>Lesson 1: UN Explores Native American Rights in U.S.</p> <p>Lesson 2: Serving in Florida: Excerpt from Nickel and Dime</p>	<p>All work must be typed and submitted to turnitin.com. Read the selected texts and respond to all questions. Use MLA format. One document per week.</p> <p>Week 1 is due on turnitin by 3pm the Friday of the first week. Week 2 is due on turnitin by 3pm the Friday of the second week. Week 3 is due on turnitin by 3pm the Friday of the third week.</p>

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Week 2- Justice (cont.)

Students will be able to read and respond to texts exploring various elements of Justice. Students will react to the theme and the texts through written responses evaluating the literary and rhetorical elements of the texts. Students will be assessed on the effort and effectiveness of their responses, as well as the standards conventions of writing.

Lesson 1: Stop and Frisk: Right or Wrong?

Lesson 2: The PATRIOT Act: Protection over Privacy

Week 3- Justice

Students will be able to read and respond to texts exploring various elements of Justice. Students will react to the theme and the texts through written responses evaluating the literary and rhetorical elements of the texts. Students will be assessed on the effort and effectiveness of their responses, as well as the standards conventions of writing.

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Lesson 1: The Bill of Rights

Lesson 2: Richard Nixon's Resignation Speech

Directions for Paper Assignments: Same as the internet assignment, except written or typed work will be collected on the day we return to school. No late work will be accepted, unless excused absent.

At Home Instruction Packet

AP Language and Composition

Mrs. Robinson

In this packet there are 6 lessons. Each lesson should take approximately 45 minutes to 1 hour. You are to complete 2 lessons a week. Your responses for each assignment must be typed, in MLA format, and submitted on time. See further directions below.

Week 1

Lesson 1- UN Explores Native American Rights in U.S.

Lesson 2- Serving in Florida: Excerpt from Nickel and Dimed

Lesson 3- The Bills of Rights

Directions: Read each selection and respond to all attached questions. Answers must be typed, in MLA format, and submitted to Week 1 on turnitin.com in one document.

*Submit Lessons 1-2 by the end of the day, 3pm, on Friday of the first week.

Week 2

Lesson 3- Stop and Frisk: Right or Wrong?

Lesson 4- The PATRIOT Act: Protection over Privacy

Directions: Read each selection and respond to all attached questions. Answers must be typed, in MLA format, and submitted to Week 2 on turnitin.com in one document.

*Submit Lessons 3-4 by the end of the day, 3pm, on Friday of the second week.

Week 3

Lesson 5- The Bill of Rights

Lesson 6- Richard Nixon's Resignation Speech

Directions: Read each selection and respond to all attached questions. Answers must be typed, in MLA format, and submitted to Week 2 on turnitin.com in one document.

*Submit Lessons 5-6 by the end of the day, 3pm, on Friday of the third week.

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Learning from Home Lesson Plans

Class	Weeks	Electronic Assignments	Paper Assignments
AP Language and Compositi on	Week 1	Lesson 1: UN Explores Native American Rights in U.S. Lesson 2: Serving in Florida: Excerpt from Nickel and Dimed	Same- saved as PDF on desktops and packets also available.
	Week 2	Lesson 1: Stop and Frisk: Right or Wrong? Lesson 2: The PATRIOT Act: Protection over Privacy	Same- saved as PDF on desktops and packets also available.
	Week 3	Lesson 1: The Bill of Rights Lesson 2: Richard Nixon's Resignation Speech	

Name: _____ Class: _____

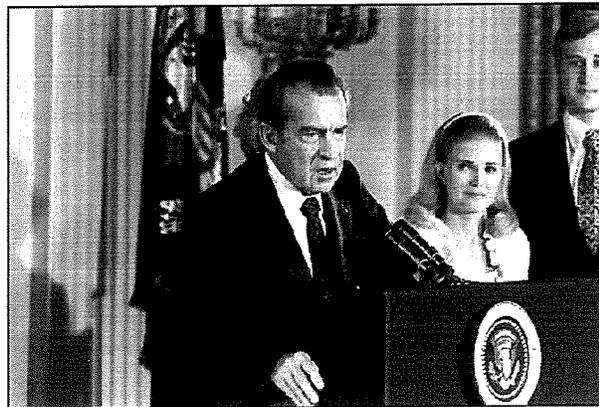
Richard Nixon's Resignation Speech

By President Richard M. Nixon
1974

Richard Nixon (1913-1994) was the 37th President of the United States, serving from 1969 to 1974. On August 9, 1974, facing an impeachment trial that he was likely to lose for obstruction of justice, abuse of power, and contempt of Congress following the Watergate Scandal investigations, Nixon became the first president to resign from office. In this speech, delivered to the American public on August 8, Nixon explains why he chose to resign before Congress could finish its impeachment trial. As you read, note the main arguments that Nixon makes and how he orders them in relation to one another.

[1] Good evening:

This is the 37th time I have spoken to you from this office, where so many decisions have been made that shape the history of this nation. Each time I have done so to discuss with you some matter that I believe affected the national interest. In all the decisions I have made in my public life I have always tried to do what was best for the nation.



"Nixon resigns as President" by Ollie Atkins, White House Photographer is in the public domain.

Throughout the long and difficult period of Watergate,¹ I have felt it was my duty to persevere -- to make every possible effort to complete the term of office to which you elected me. In the past few days, however, it has become evident to me that I no longer have a strong enough political base in the Congress² to justify continuing that effort. As long as there was such a base, I felt strongly that it was necessary to see the constitutional process through to its conclusion; that to do otherwise would be unfaithful to the spirit of that deliberately difficult process, and a dangerously destabilizing³ precedent⁴ for the future. But with the disappearance of that base, I now believe that the constitutional purpose has been served. And there is no longer a need for the process to be prolonged.⁵

1. The Watergate Scandal involved a burglary of the Democratic National Committee's headquarters in Washington D.C. at the Watergate Hotel orchestrated by Nixon's Committee to Re-Elect the President, as well as the ensuing cover-up which Nixon and his top aides were directly involved with. Just before this speech, Nixon learned that he had lost all his political favor in his impeachment trial for the scandal and that he was certainly going to be impeached.
2. This means that Nixon realized he did not have enough votes to avoid impeachment in the House of Representatives or conviction in the Senate.
3. **Destabilize (verb):** to cause unrest or collapse
4. **Precedent (noun):** an example or model used to justify later similar outcomes
5. **Prolong (verb):** to drag out

I would have preferred to carry through to the finish whatever the personal agony⁶ it would have involved, and my family unanimously⁷ urged me to do so. But the interests of the nation must always come before any personal considerations. From the discussions I have had with Congressional and other leaders I have concluded that because of the Watergate matter I might not have the support of the Congress that I would consider necessary to back the very difficult decisions and carry out the duties of this office in the way the interests of the nation will require.

[5] I have never been a quitter.

To leave office before my term is completed is abhorrent to every instinct in my body. But as President, I must put the interests of America first.

America needs a full-time President and a full-time Congress, particularly at this time with problems we face at home and abroad. To continue to fight through the months ahead for my personal vindication⁸ would almost totally absorb the time and attention of both the President and the Congress in a period when our entire focus should be on the great issues of peace abroad⁹ and prosperity without inflation¹⁰ at home.

Therefore, I shall resign the Presidency effective at noon tomorrow.

Vice President Ford will be sworn in as President at that hour in this office.

[10] As I recall the high hopes for America with which we began this second term, I feel a great sadness that I will not be here in this office working on your behalf to achieve those hopes in the next two and a half years. But in turning over direction of the Government to Vice President Ford I know, as I told the nation when I nominated him for that office ten months ago,¹¹ that the leadership of America would be in good hands.

In passing this office to the Vice President, I also do so with the profound¹² sense of the weight of responsibility that will fall on his shoulders tomorrow, and therefore of the understanding, the patience, the cooperation he will need from all Americans. As he assumes that responsibility he will deserve the help and the support of all of us. As we look to the future, the first essential is to begin healing the wounds of this nation. To put the bitterness and divisions of the recent past behind us and to rediscover those shared ideals that lie at the heart of our strength and unity as a great and as a free people.

By taking this action, I hope that I will have hastened¹³ the start of that process of healing which is so desperately needed in America. I regret deeply any injuries that may have been done in the course of the events that led to this decision. I would say only that if some of my judgments were wrong -- and some were wrong -- they were made in what I believed at the time to be the best interests of the nation.

6. **Agony** (*noun*): extreme pain
7. **Unanimous** (*adjective*): in complete agreement
8. **Vindication** (*noun*): evidence that justifies one's denial from accusation
9. **Abroad** (*adverb*): to or in a foreign country
10. Prosperity without inflation is a phrase that indicates a desire for economic growth without the subsequent rise in daily costs.
11. Gerald Ford (1913-2006) was nominated and sworn in as Vice President in 1963 after Vice President Spiro Agnew resigned amid scandal of tax evasion and bribery.
12. **Profound** (*adjective*): deep and extensive

To those who have stood with me during these past difficult months, to my family, my friends, the many others who joined in supporting my cause because they believed it was right, I will be eternally¹⁴ grateful for your support. And to those who have not felt able to give me your support, let me say I leave with no bitterness toward those who have opposed me, because all of us in the final analysis have been concerned with the good of the country, however our judgments might differ.

So let us all now join together in affirming that common commitment and in helping our new President succeed for the benefit of all Americans. I shall leave this office with regret at not completing my term but with gratitude for the privilege of serving as your President for the past five and a half years. These years have been a momentous¹⁵ time in the history of our nation and the world. They have been a time of achievement in which we can all be proud, achievements that represent the shared efforts of the administration, the Congress and the people. But the challenges ahead are equally great. And they, too, will require the support and the efforts of the Congress and the people, working in cooperation with the new Administration.

[15] We have ended America's longest war.¹⁶ But in the work of securing a lasting peace in the world, the goals ahead are even more far-reaching and more difficult. We must complete a structure of peace, so that it will be said of this generation -- our generation of Americans -- by the people of all nations, not only that we ended one war but that we prevented future wars.

We have unlocked the doors that for a quarter of a century stood between the United States and the People's Republic of China. We must now insure that the one-quarter of the world's people who live in the People's Republic of China will be and remain, not our enemies, but our friends.

In the Middle East, 100 million people in the Arab countries, many of whom have considered us their enemy for nearly 20 years, now look on us as their friends. We must continue to build on that friendship so that peace can settle at last over the Middle East and so that the cradle of civilization will not become its grave. Together with the Soviet Union we have made the crucial breakthroughs that have begun the process of limiting nuclear arms. But, we must set as our goal, not just limiting, but reducing and finally destroying these terrible weapons, so that they cannot destroy civilization. And so that the threat of nuclear war will no longer hang over the world and the people. We have opened a new relation with the Soviet Union. We must continue to develop and expand that new relationship, so that the two strongest nations of the world will live together in cooperation rather than confrontation.

Around the world -- in Asia, in Africa, in Latin America, in the Middle East -- there are millions of people who live in terrible poverty, even starvation. We must keep as our goal turning away from production for war and expanding production for peace so that people everywhere on this earth can at last look forward, in their children's time, if not in our own time, to having the necessities for a decent life. Here, in America, we are fortunate that most of our people have not only the blessings of liberty but also the means to live full and good, and by the world's standards even abundant¹⁷ lives.

We must press on, however, toward a goal not only of more and better jobs but of full opportunity for every American, and of what we are striving so hard right now to achieve -- prosperity without inflation.

13. **Hasten** (*verb*): to hurry along

14. **Eternally** (*adverb*): forever

15. **Momentous** (*adjective*): of great significance

16. The Vietnam War lasted from 1955 to 1975, although American troops began exiting in 1973 amid widespread protests against the war.

17. **Abundant** (*adjective*): existing in large amounts

[20] For more than a quarter of a century in public life, I have shared in the turbulent¹⁸ history of this evening. I have fought for what I believe in. I have tried, to the best of my ability, to discharge¹⁹ those duties and meet those responsibilities that were entrusted to me. Sometimes I have succeeded. And sometimes I have failed. But always I have taken heart from what Theodore Roosevelt once said about the man in the arena, whose face is marred²⁰ by dust and sweat and blood, who strives valiantly,²¹ who errs and comes short again and again because there is not effort without error and shortcoming, but who does actually strive to do the deed, who knows the great enthusiasms, the great devotions, who spends himself in a worthy cause, who at the best knows in the end the triumphs of high achievements and with the worst if he fails, at least fails while daring greatly.

I pledge to you tonight that as long as I have a breath of life in my body, I shall continue in that spirit. I shall continue to work for the great causes to which I have been dedicated throughout my years as a Congressman, a Senator, Vice President and President, the cause of peace -- not just for America but among all nations -- prosperity, justice and opportunity for all of our people.

There is one cause above all to which I have been devoted and to which I shall always be devoted for as long as I live.

When I first took the oath of office as President five and a half years ago, I made this sacred commitment: to consecrate²² my office, my energies, and all the wisdom I can summon to the cause of peace among nations. I've done my very best in all the days since to be true to that pledge. As a result of these efforts, I am confident that the world is a safer place today, not only for the people of America but for the people of all nations, and that all of our children have a better chance than before of living in peace rather than dying in war.

This, more than anything, is what I hoped to achieve when I sought the Presidency.

[25] This, more than anything, is what I hope will be my legacy to you, to our country, as I leave the Presidency.

To have served in this office is to have felt a very personal sense of kinship²³ with each and every American.

In leaving it, I do so with this prayer: May God's grace be with you in all the days ahead.

Richard Nixon's Resignation Speech by President Richard M. Nixon is in the public domain.

18. **Turbulent** (*adjective*): full of confusion, violence, or disorder
19. **Discharge** (*verb*): to get rid of something by performing an appropriate action
20. **Mar** (*verb*): to hurt or damage the good condition of something
21. **Valiantly** (*adverb*): with great bravery
22. **Consecrate** (*verb*): to officially make
23. **Kinship** (*noun*): the close connection between people in a family or group

Text-Dependent Questions

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

1. What is Nixon's MAIN purpose in writing and giving this speech? [RI.6]
 - A. To announce his resignation and admit his guilt in order for redemption.
 - B. To solidify his legacy as a statesman for peace rather than as a corrupt politician.
 - C. To defend his innocence and clear his name without facing consequences.
 - D. To encourage the American public to support President Ford.

2. What does the word "abhorrent" as used in paragraph 6 mean? [RI.4]
 - A. repellant
 - B. untrustworthy
 - C. accepted
 - D. saddening

3. PART A: Which TWO of the following best identify the central ideas of this speech? [RI.2]
 - A. While Nixon is resigning amid scandal, he does not have any regrets because he only acted in America's best interest.
 - B. Nixon is resigning in order to avoid impeachment, which would tarnish his image.
 - C. Nixon admits he did do some things wrong but deserves less critical scrutiny because he only did them in the best interest of the American people.
 - D. Getting caught up in scandals prevents actual political progress from occurring.
 - E. America will come to regret its focus on Nixon's corruption instead of his foreign diplomacy skills as America faces a world-wide nuclear proliferation crisis.
 - F. While Nixon's administration achieved major peace milestones, in order to protect those milestones the Ford Administration must continue to address important issues.

4. PART B: Which TWO phrases from the text best support the answers to Part A? [RI.1]
- A. "To continue to fight through the months ahead for my personal vindication would almost totally absorb the time and attention of both the President and the Congress in a period when our entire focus should be on the great issues of peace abroad and prosperity without inflation at home." (Paragraph 7)
 - B. "I would say only that if some of my judgments were wrong -- and some were wrong -- they were made in what I believed at the time to be the best interests of the nation." (Paragraph 12)
 - C. "And to those who have not felt able to give me your support, let me say I leave with no bitterness toward those who have opposed me," (Paragraph 13)
 - D. "They have been a time of achievement in which we can all be proud, achievements that represent the shared efforts of the administration, the Congress and the people. But the challenges ahead are equally great." (Paragraph 14)
 - E. "We must keep as our goal turning away from production for war and expanding production for peace so that people everywhere on this earth can at last look forward, in their children's time, if not in our own time, to having the necessities for a decent life." (Paragraph 18)
 - F. "There is one cause above all to which I have been devoted and to which I shall always be devoted for as long as I live." (Paragraph 22)

5. What statement best describes how Nixon responds to his enemies? [RI.3]
- A. He will forgive them for their errors so that America can heal.
 - B. He will not be bitter towards them because they wanted what was best for Americans.
 - C. He will not be bitter towards them because they were punished by their own foolishness.
 - D. He will forgive them so long as they support President Ford in fighting back communism.

6. Why does Nixon claim he is stepping down at this exact moment in time. Provide evidence from the text. [RI.2]

7. How does the paraphrased inclusion of Theodore Roosevelt's quote about men in the [RI.5] arena in Paragraph 20 contribute to the central ideas of Nixon's speech?

Name: _____ Class: _____

Stop and Frisk: Right or Wrong?

By Mike Kubic
2016

Mike Kubic is a former correspondent of Newsweek. In the following article, Kubic examines the rationale behind "Stop and Frisk," a controversial law enforcement tactic, and explores preliminary data on the impact of its decline. As you read, identify the evidence used in the article to address this controversial issue.

"Government is, or ought to be, instituted for the common benefit, protection, and security of the people..."

– Virginia Bill of Rights, article 1, ratified in 1776

"The right of the people to be secure against unreasonable searches and seizures, shall not be violated..."

– Constitution of the United States, Fourth Amendment, ratified in 1791



"Frisked" by Wisconsin Jobs Now is licensed under CC BY-NC 2.0

- [1] To be protected by the government and, at the same time, be secure against an illegitimate¹ use of its powers are bedrock American values going back to the founding of our republic. But despite their importance, their practical application – by finding the correct balance between the benefit of police protection from potential danger, and the harm to freedom when the same police stop and search a suspect – continues to be controversial.

In the U.S., police officers stop and frisk² individuals without an arrest warrant³ thousands of times a day. When are they crossing the line, and when are they simply serving and protecting the public?

In 1968, this question was tackled by the U.S. Supreme Court in a case (John W. Terry v. State of Ohio) involving a Cleveland police officer who arrested and frisked three suspiciously behaving individuals. Although two of them carried hidden revolvers, they claimed they did nothing illegal, and that by searching them, the police officer had violated their rights under the Fourth Amendment.

The Court, which was known for its liberal opinions, sided – with only one justice dissenting⁴ – with the defendant, the State of Ohio representing the police officer. The ruling, written by Chief Justice Earl Warren, said that:

1. **Illegitimate (adjective):** not in accordance with the law or with accepted standards of what is right
2. When an officer "frisks" an individual, he or she searches them, usually with their hands in order to see if they are hiding a weapon or something else (such as drugs) in their clothes.
3. A warrant is a legal document that allows someone to do something, especially one that is signed by a judge or magistrate and gives the police permission to arrest someone or search them or their property.
4. **Dissent (verb):** to express disagreement

"Police may stop a person if they have a reasonable suspicion that the person has committed or is about to commit a crime, and may frisk the suspect for weapons if they have reasonable suspicion that the suspect is armed and dangerous, without violating the Fourth Amendment prohibition on unreasonable searches and seizures."

- [5] Two subsequent Supreme Court decisions granted officers limited approval to frisk individuals for weapons – even if their behavior was not suspicious, as long as the officers still considered them to be potentially dangerous.

The 'Terry Stops' Controversy

The Court's decisions, which made an officer's "suspicion of danger" grounds for a "reasonable search," have been cited for decades to justify widespread "Terry stops" – the stopping and frisking of individuals without a prior authorization by a judge. In New York City, the practice was initially praised. It was used only in high-crime areas and was believed to have contributed to the 29% drop in the city's violent crimes from 2001 to 2010. Nevertheless, the "Terry stops" had detractors.⁵

One of them, former New York City Police Commissioner Ray Kelly, charged in 2000 that stop-and-frisk abuses "corrode⁶ trust" between the police and communities, which makes everyone less safe. Other critics have complained that the "Terry stops" were overused, peremptory,⁷ and unfair. When most of the 684,000 people who were stopped and searched in New York City in 2011 were reported to be African-Americans or Latinos, the police were accused of racial and ethnic profiling.

The Big Apple's Mayor Michael Bloomberg defended the focus on people of color on the assertion that African-Americans and Latinos were statistically more likely to be violent criminals and victims of violent crime, but the critics were not convinced.

The New York Civil Liberties Union (NYCLU), protested that "[n]o research has ever proven the effectiveness of New York City's stop-and-frisk regime, and the small number of arrests, summonses, and guns recovered demonstrates that the practice is ineffective." NYCLU also has pointed out that other big cities, which did not use "Terry stops" – for example, Los Angeles, New Orleans, Dallas and Baltimore – had experienced even larger drops in criminal violence than New York.

- [10] The opposition to the police stops and searches was so resolute⁸ that by January 1, 2014, when Bloomberg was succeeded by Mayor Bill de Blasio, the "Terry stops" in New York City practically came to a halt. Moreover, since then, the use of police force to stop and search suspects has come under severe scrutiny from coast to coast. In 2014, while "Terry stops" faced mounting critique, there was intense public fury over the deaths of black men and women in officer-involved shootings. Two of the best-known victims – both young black men – were Michael Brown⁹ in Ferguson, Missouri, and Laquan McDonald¹⁰ in Chicago, Illinois. The outrage has triggered widespread demonstrations, and in some cities resulted in a significant decline in the use of police force when apprehending alleged law breakers.

5. **Detractor (noun):** a person who criticizes the importance, value, or effectiveness of someone or something
6. **Corrode (verb):** to gradually make something worse or weaker; to gradually destroy; to eat away at
7. **Peremptory (adjective):** leaving no opportunity for denial or refusal
8. **Resolute (adjective):** having or showing a significant amount of determination
9. The shooting of Michael Brown occurred on August 9, 2014, in Ferguson, Missouri, a northern suburb of St. Louis. Brown, an unarmed 18-year-old black man and recent high school graduate, was fatally shot by Darren Wilson, a

An Uncertain Balance

The extent and the implications of this change are still unclear. The F.B.I. crime statistics have shown a slight uptick (1.7 percent) of violent criminality nationwide during the first six months of 2015 compared to the same period in 2014. On the other hand, a recent study of the so-called “Ferguson Effect”¹¹ by Blake Consulting, a firm specializing in police practices, questioned just how much the outrage over the Missouri killing has slowed down law enforcement.

The study received 489 responses from patrol-level officers in small suburban towns (with approximately 25 officers), and large metropolitan departments (with more than 3,000 police officers). Almost two-thirds of the respondents (61.1%) believed criminal activity in 2015 had increased in their jurisdictions; 29.5% thought crime had remained the same, and 9.2% believed crime had gone down. More than one-half (55%) believed the crime rate increase in their jurisdictions was due to less “proactive” enforcement.

In New York City, the near-discontinuation of the “Terry stops” has not been followed by a significant increase in violent crime. In late summer of 2015, Mayor de Blasio proudly announced that “We are the safest big city in America” and promised that “We will continue to be. We will, in fact, go farther.”

But the situation has been dramatically different in Chicago, where the police department now requires patrol officers to fill out detailed reports every time they make a street stop as of January 1, 2016. Following this time-consuming step – which, presumably, was an attempt to discourage such unbridled¹² actions as was the killing of Brown and McDonald – the Windy City’s police made only 6,818 arrests in January, a 32% drop from nearly 10,000 arrests a year earlier. The number of street stops plummeted to less than 16% of the 61,330 stops made in January 2015.

- [15] According to a *Chicago Tribune* article published on March 31, 2016, the city’s violence during the first quarter of the year reached levels “unseen in years,” with 135 homicides. The number of homicides shows a 71% jump over the 79 killings that occurred during the same period in 2015.

When asked to comment on the usefulness of the “Terry stops,” Chicago’s new interim police Superintendent Eddie Johnson emphasized the need to protect citizens against crime without subjecting them to “unreasonable” stops and searches.

In his judgment, he said, “We just have to make sure we stop the right people at the right times, for the right reasons.”

white Ferguson police officer. The large-scale nationwide protests that followed the killing received considerable international attention and generated vigorous debate about the relationship between law enforcement and African Americans.

10. The shooting of Laquan McDonald occurred on October 20, 2014, in Chicago, Illinois. McDonald, a 17-year-old black male armed with a 3-inch knife, was shot 16 times in 13 seconds by Jason Van Dyke, a Chicago police officer, from approximately ten feet away. Video of the shooting, captured on a police cruiser’s dashboard camera, was released to the public on November 24, 2015—over 13 months after the shooting and only after several independent investigators demanded release of records. Van Dyke was charged with first-degree murder a few hours after the video’s release.
11. The “Ferguson Effect” refers to the theory that increased scrutiny of police has led to an increased murder rate in major U.S. cities. Proponents of this theory believe that, since police could now be more fearful of facing retribution for their actions, they are less likely to intervene in potentially dangerous situations.
12. **Unbridled** (*adjective*): not held back or controlled

Text-Dependent Questions

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

1. Which of the following statements best describes a central idea of the text?
 - A. "Terry stops" are a justifiable practice because law enforcement must protect their communities from potential danger.
 - B. The decline of "Terry stops" has caused a clear and significant increase in national crime rates.
 - C. It is difficult to ensure that "Terry stops" are not "unreasonable," and that they target actual criminals.
 - D. "Terry stops" have contributed to a decline in crime in all major cities in the United States.

2. PART A: What does the word "regime" most closely mean as it is used in paragraph 9?
 - A. a government that disregards the human rights of people of color
 - B. a way of doing things that is imposed by those in power
 - C. a coordinated program for the promotion or restoration of health
 - D. a period during which a government wields absolute power

3. PART B: Which phrase from the text best supports the answer to Part A?
 - A. "between the police and communities" (Paragraph 7)
 - B. "under severe scrutiny from coast to coast" (Paragraph 10)
 - C. "uptick of violent criminality nationwide" (Paragraph 11)
 - D. "emphasized the need to protect citizens" (Paragraph 16)

4. What is the author's primary purpose in this text?
 - A. to detail widely held critiques of "Terry stops" and to demonstrate why they are false
 - B. to present suggestions for a growing issue and to provide a resolution
 - C. to present the facts on both sides of a debate and to highlight its complexity
 - D. to express appreciation for police officers who need to carry out "Terry stops"

5. In the last paragraph, the author ends the text with this quote: "We just have to make sure we stop the right people at the right times, for the right reasons." How does this quote contribute to the central ideas of the text?

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. The Virginia Bill of Rights states that "Government is, or ought to be, instituted for the common benefit, protection, and security of the people..." Based on the information in this article, do you think the government upholds this? Defend your position using this text, your own experience, and other literature, art, or history.
2. How do the concepts of "suspicion of danger" and "reasonable search" (paragraph 6) compare to the ways you have seen police officers interact with people in your community? What is your perspective on "Terry stops," based on interactions with law enforcement that you have witnessed firsthand or seen on social media?
3. How does paragraph 8 impact your reading of the text? Do you think it strengthens or weakens the author's suggestion that the decline in "proactive" law enforcement may be leading to a rise in violent crime?
4. Do you think stop and frisk a fair system? In the context of this text, what would it mean for stop and frisk to be fair? Is it acceptable for policies to target black and Latino communities if they are considered effective?
5. In the context of the text, do "Terry stops" prioritize freedom or security? Is one more important than the other? Can we increase security without having a negative effect on freedom? Do freedom and security go hand-in-hand, or are they competing priorities?
6. What is the role of law enforcement in our society, given the points made in the text? Is our law enforcement system designed to promote freedom or security? How could it be improved?
7. Stop and frisk was designed to decrease crime and thereby increase peace in communities. Do you believe that stop and frisk succeeds or fails to promote peace? Why?

Name: _____ Class: _____

The Bill of Rights

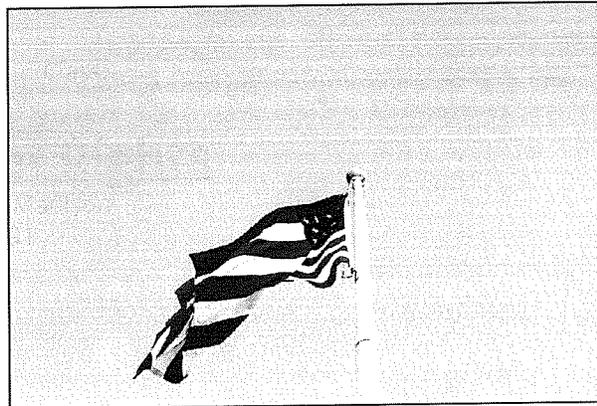
By James Madison
1791

The Bill of Rights is the name given to the first ten amendments to the United States Constitution. James Madison introduced the original bill that proposed the amendments in 1789, and the ten amendments below were ratified on December 15, 1791. As you read, paraphrase the rights and freedoms described in the Bill of Rights in your own words.

The Preamble to the Bill of Rights

- [1] Congress of the United States begun and held at the City of New-York on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

The Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent¹ ends of its institution.



"Untitled" by Thomas Kelley is licensed under CC0

Resolved by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring,² that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.³

Articles in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant⁴ to the fifth Article⁵ of the original Constitution.

Amendment I

- [5] Congress shall make no law respecting⁶ an establishment of religion, or prohibiting the free exercise thereof; or abridging⁷ the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress⁸ of grievances.

1. **Beneficent (adjective):** resulting in good; generous
2. **Concur (verb):** to agree
3. **Viz.** is a term meaning "namely," "in other words," or "that is to say"
4. **Pursuant (adverb):** in accordance with
5. The part of the United States Constitution describing the process whereby the Constitution may be altered

Amendment II

A well regulated Militia, being necessary to the security of a free state, the right of the people to keep and bear Arms,⁹ shall not be infringed.¹⁰

Amendment III

No Soldier shall, in time of peace be quartered¹¹ in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures,¹² shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital,¹³ or otherwise infamous crime, unless on a presentment or indictment¹⁴ of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

- [10] In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained¹⁵ by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel¹⁶ for his defence.

6. with regards to
7. **Abridge (verb):** to cut short
8. **Redress (noun):** remedy or compensation for a wrong
9. "the right to keep and bear arms" refers to the right to own and use weapons
10. **Infringe (verb):** to disregard or restrict
11. **Quarter (verb):** to be provided with housing
12. **Seize (verb):** to take hold of suddenly and forcibly
13. **Capital (noun):** (an offense or charge) liable to the penalty of death
14. **Indictment (noun):** a formal charge or accusation of a serious crime
15. **Ascertain (verb):** to make sure of or find out
16. legal help

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, then according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration¹⁷ in the Constitution, of certain rights, shall not be construed¹⁸ to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

The Bill of Rights by James Madison is in the public domain.

17. **Enumeration** (*noun*): a complete, ordered listing of all the items in a collection
18. **Construe** (*verb*): to interpret in a particular way

Text-Dependent Questions

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

1. Which of the following best describes the Bill of Rights?
 - A. The Bill of Rights establishes that the United States has declared independence from Great Britain, and that the new nation will be governed by the people.
 - B. These amendments explain how people accused of a crime should be treated in the United States.
 - C. These amendments guarantee rights for citizens, limit some of the powers of the federal government, and reserve some powers to the states and the public.
 - D. The Bill of Rights asserts that freedom of speech is the most important right promised to American citizens.

2. PART A: How does the Preamble contribute to the development of ideas in the Bill of Rights?
 - A. It demonstrates that this document will limit the power of the States in order to ensure a strong federal government.
 - B. It clarifies the powers of the federal government that were established by the Constitution.
 - C. It introduces the idea that the original text of the Constitution should be updated periodically.
 - D. It explains that amendments to the Constitution that restrict the government's opportunity to abuse its power are necessary.

3. PART B: Which of the following quotes best supports the answer to Part A?
 - A. "expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added" (Paragraph 2)
 - B. "when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution" (Paragraph 3)
 - C. "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof" (Paragraph 5)
 - D. "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated" (Paragraph 8)

4. Which of the following statements best explains the significance of Amendments 9 and 10?
 - A. Amendments 9 and 10 establish that rights that are not listed may still be held by the people and that power not held by the government are held by the States and people.
 - B. Amendments 9 and 10 are important because they give the States more powers than previously established.
 - C. Amendments 9 and 10 acknowledge that the Constitution is not perfect and should be subject to (frequent) updating and change.
 - D. Amendments 9 and 10 are important because they suggest that the federal government may not always have the best interests of the States or the public at heart.

5. According to the Bill of Rights, what rights and freedoms are established for citizens of the United States? Cite evidence from the text in your answer.

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. Which amendment do you think is the most important for America today? Explain your answer.
2. How does the Bill of Rights emphasize individual rights?
3. If you were creating a new nation, would you write a Bill of Rights? Why? How would they be similar or different to this Bill of Rights?
4. Should it be easy or difficult for the government to change the Bill of Rights? Why? Explain your answer.
5. The Bill of Rights intentionally limits the powers of the American government. Is this unique to America? Explain your answer.

Name: _____ Class: _____

The PATRIOT Act: Protection over Privacy

By Mike Kubic
2016

The controversial PATRIOT Act, also known as the "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act," was passed by President George W. Bush following the 2001 terrorist attacks. Mike Kubic, a former correspondent for Newsweek, discusses the parameters of the PATRIOT Act, as well as why some supported it while others opposed it. As you read, take note of the benefits and disadvantages of the PATRIOT Act.

- [1] Questioning authority is as American as apple pie.

From the tax-averse¹ Sons of Liberty in Boston, who defied the Tea Act of 1773² by dumping a shipload of tea into the sea, to pacifist³ Jeanette Rankin, the first woman elected to Congress who on December 8, 1941 cast the sole vote against the U.S. declaration of war on Japan, and to Occupy Wall Street, a self-described "leaderless resistance movement" that four days after the 2016 elections called for "A people's assembly to elect and swear in an alternative American 'government in exile'" – Americans have never been reluctant to question their government's actions.



"President George W. Bush signing the USA PATRIOT Act, in the White House's East Room on October 26, 2001" by Eric Draper is in the public domain.

Most Americans are grateful to have that constitutional right, and are proud that throughout the country's history, that right has been usually put to a good use. But sometimes people forget that protests can have serious consequences, and must consider whether all objections are fair and necessary.

These questions deserve to be raised when considering a weighty and highly controversial issue: the vehement⁴ rejection of certain security measures that Congress adopted after the September 11, 2001 terrorist attacks. In recent years, some of these laws that were passed for the protection of the American people came under severe and often emotionally charged scrutiny⁵ for their alleged threat to personal freedom.

- [5] The heart of the controversy was the "USA PATRIOT Act" that Congress enacted in October 2001 to enable the Federal Bureau of Investigation (FBI) and the National Security Agency (NSA) to collect information they considered to be potentially helpful in preventing future terrorist attacks.

1. **Averse** (*adjective*): having a strong dislike or opposition to something
2. The Tea Act prevented American colonists from buying tea from anyone but the East India Company, which was more expensive than buying from their fellow colonists.
3. A pacifist is a person who believes that war and violence are unjustifiable.
4. **Vehement** (*adjective*): showing strong feeling; forceful
5. **Scrutiny** (*noun*): critical observation or examination

The bipartisan⁶ law had been proposed after President George W. Bush, standing on the ruins of the Twin Towers, declared “a war on terrorism.” The act was quickly endorsed by all but two of the 100 U.S. Senators and 357 of the 435 members of the U.S. House of Representatives.

Resistance to the PATRIOT Act

As long as the act was enforced out of the public’s view, it caused no controversy. But after its existence and extent were made public in 2013 by WikiLeaks – an organization that specializes in publishing government secrets – civil rights advocates, editorial writers, social media and prominent law professors launched a vigorous⁷ debate about the act’s effect on Americans’ civil liberties.

Most objections were raised against the law’s Section 215 that allowed the government to conduct wiretaps⁸ and search business records in order to find out with whom – including individuals in the United States – a suspected terrorist abroad had been in telephone contact.

The specific complaint was that this provision⁹ violated the Fourth Amendment to the U.S. Constitution that deals with the “right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures” and seeks to protect this right by “requir[ing] law-enforcement officers to obtain warrants before making most searches.”

[10] To get such a warrant, the Constitution rules, officers must make sworn statements before a judge “particularly describing the place to be searched, and the persons or things to be seized.”

Some – but not all – law experts charged that because under The PATRIOT Act the phone records were turned over to NSA in bulk, without evidence that any of them were relevant to an investigation, the information obtained by the Section 215 program – although it did not reveal anything that was said in any of the phone calls – was infringing on the involved individual’s right to privacy.

Defenders of the program asserted with equal fervor that it struck the right balance between intelligence needs and privacy, and that the program was a necessary information tool for national security.

How the PATRIOT Act Worked

As described by Glenn S. Gerstell, the General Counsel of the NSA, the contested¹⁰ provision was used with the approval of a special court “to compel telephone companies to deliver to NSA (their) records...[that] were...traditionally used...for billing purposes – including the time and date of a call, which number was called, and the call’s duration, but not its content or the identity or location of any of the parties to the call.”

6. “Bipartisan” refers to the idea of different political parties working together on an issue.
7. **Vigorous (adjective):** strong and full of energy
8. the act of secretly listening to or recording a person’s telephone or internet conversations
9. a condition or requirement in a legal document
10. **Contest (verb):** to make something the subject of an argument or a legal case

"The way the program worked," Gerstell wrote in January 2016 in LAWFARE, a blog focused on national law and institutions, "in simple terms, was that NSA would collect the records and search them [for suspicious contacts that were] provided to the FBI. In certain instances, the tips have provided valuable information in FBI terror plot investigations."

A Replacement for the PATRIOT Act

- [15] After much debate, Congress allowed the PATRIOT Act to expire and in June 2015 replaced it with the "USA Freedom Act," a measure that put an end to the government's ability to collect and hold information about Americans' phone calls in bulk.

Instead, the new law – while not entirely Rube Goldbergian¹¹ in complexity and confusion – set out a cumbersome¹² and more time-consuming and expensive process to provide much the same results as had the relatively simple Section 215 of the previous act. There seems little doubt that the changes have made the job of identifying potential terrorists more difficult.

As described by Gerstell, under the new arrangement, the phone companies, not NSA, keep their phone call records. The FBI can (on behalf of the NSA) apply to a special court for an authority to inquire about a specific phone number or other identifying element, but only if the agency has a "reasonable, articulable¹³ suspicion" that it is associated with international terrorism.

If the court approves, the phone company produces a list of numbers, if any, with which the FBI-submitted number had been in contact. NSA is then permitted to broaden the inquiry by asking for the telephone contacts of the numbers that have been provided by the phone company. It cannot, however, further investigate the results of its inquiry to see subsequent¹⁴ levels of contact.

Another new feature of the Freedom Act is that although – like its predecessor¹⁵ – it is enforced in secret, it contains provisions that allow, in certain significant circumstances, public disclosure¹⁶ of the inquiries.

- [20] In short, we may now get a better idea of the frequency and scope of these individual inquiries, and as President Obama pointed out after signing the new law, "it will strengthen civil liberty safeguards¹⁷ and provide greater public confidence in these programs."

11. A Rube Goldberg machine is a contraption that is deliberately over-engineered to perform a simple task in a complicated manner.
12. **Cumbersome** (*adjective*): burdensome; troublesome
13. **Articulable** (*adjective*): capable of being expressed, explained, or justified
14. **Subsequent** (*adjective*): coming after something in time
15. **Predecessor** (*noun*): something or someone that comes before; a thing that has been followed or replaced by another
16. "Public disclosure" refers to the act of making information or data readily accessible and available to the public.
17. A "safeguard" protects something from harm or damage.

The Legacy of the PATRIOT Act

The law went into effect only at the end of 2001 – too close for any judgment of its effectiveness in preventing terrorism. But in the meantime, perhaps we should reflect on one key reason why the government felt compelled to complicate the enforcement of the law: the need to dispel¹⁸ the public's apparent lack of confidence in the men and women who implemented¹⁹ the act.

After all, for more than 100 years, we Americans have trusted government experts to strengthen the safety of our food, drinks, medicines and a myriad²⁰ of other products and processes by fairly enforcing congressionally approved laws and regulations.

Many of these requirements – from using seat belts to pasteurizing milk to avoiding certain drugs – can be seen as infringing on our freedoms, but we accept those measures because of the greater good they do by protecting our health and safety.

Now, government experts in FBI, CIA and other security agencies are fighting a bitter and dangerous war against an enemy that in just one blow – the destruction of the Twin Towers – was able to murder 2,507 civilians, 343 firefighters, 72 policemen and 55 soldiers. And the war against this menace continues – since 2001, there have been at least seven significant terrorist incidents that killed 77 and injured 293 American civilians.

- [25] Freedom to disagree is unquestionably a critical component of our exceptional quality of life. But so is the government's crucial work to protect us from risks against which we, as individuals, are defenseless. Here is a question to consider: Are we fair in denying Uncle Sam's security agents the same sort of trust we give their colleagues who protect us against harmful products and traffic injuries?

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18. **Dispel** (*verb*): to make disappear

19. **Implement** (*verb*): to put into effect

20. **Myriad** (*noun*): a countless or extremely great number

Text-Dependent Questions

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

1. PART A: Which statement best identifies the central idea of the text? [RI.2]
 - A. The government blatantly overstepped its boundaries when it implemented the PATRIOT Act.
 - B. The government's use of the PATRIOT Act was created to protect citizens from dangerous acts of terrorism.
 - C. The government disregarded the constitutional rights of citizens when it implemented the Freedom Act.
 - D. The government's decision to pass the PATRIOT Act proves that security is more important than personal freedoms.

2. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
 - A. "In recent years, some of these laws that were passed for the protection of the American people came under severe and often emotionally charged scrutiny for their alleged threat to personal freedom." (Paragraph 4)
 - B. "The specific complaint was that this provision violated the Fourth Amendment to the U.S. Constitution that deals with the "right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures'..." (Paragraph 9)
 - C. "...it struck the right balance between intelligence needs and privacy, and that the program was a necessary information tool for national security." (Paragraph 12)
 - D. "...for more than 100 years, we Americans have trusted government experts to strengthen the safety of our food, drinks, medicines and a myriad of other products..." (Paragraph 22)

3. PART A: What is the meaning of "infringe" in paragraph 11? [RI.4]
 - A. to suppress
 - B. to protect
 - C. to seize
 - D. to overstep

4. PART B: Which quote from the text best supports the answer to Part A? [RI.1]
 - A. "this provision violated the Fourth Amendment to the U.S. Constitution" (Paragraph 9)
 - B. "under The PATRIOT Act the phone records were turned over to NSA in bulk" (Paragraph 11)
 - C. "although it did not reveal anything that was said in any of the phone calls" (Paragraph 11)
 - D. "the program was a necessary information tool for national security" (Paragraph 12)

5. How does the author support the idea that citizens should trust their government to protect them in the section labelled "The Legacy of the PATRIOT Act" (Paragraphs 21-25)? [RI.8]

Name: _____ Class: _____

Serving in Florida: Excerpt from Nickel and Dimed

By Barbara Ehrenreich
2001

Barbara Ehrenreich (b. 1941) is an American author and political activist. The following excerpt comes from Nickel and Dimed, a memoir of a social experiment in which Ehrenreich spent a year living off of minimum wage. The experiment investigated the effects of the Welfare Reform Act of 1996, specifically how it affected the working poor. As you read, take notes on how Ehrenreich describes her experiences interviewing for various low-wage positions.

Chapter 1: Serving in Florida

[1] Mostly out of laziness, I decide to start my low-wage life in the town nearest to where I actually live, Key West, Florida, which with a population of about 25,000 is elbowing its way up to the status of a genuine city. The downside of familiarity, I soon realize, is that it's not easy to go from being a consumer, thoughtlessly throwing money around in exchange for groceries and movies and gas, to being a worker in the very same place. I am terrified, especially at the beginning, of being recognized by some friendly business owner or erstwhile¹ neighbor and having to stammer out some explanation of my project. Happily, though, my fears turn out to be entirely unwarranted: during a month of poverty and toil, no one recognizes my face or my name, which goes unnoticed and for the most part unuttered. In this parallel universe where my father never got out of the mines and I never got through college, I am "baby," "honey," "blondie," and, most commonly, "girl."



"Waitress at Teplitzky's Coffee Shop - Chelsea Hotel Atlantic City, NJ" by Chris Goldberg is licensed under CC BY-NC 2.0.

My first task is to find a place to live. I figure that if I can earn \$7 an hour — which, from the want ads, seems doable — I can afford to spend \$500 on rent or maybe, with severe economies, \$600 and still have \$400 or \$500 left over for food and gas. In the Key West area, this pretty much confines me to flophouses and trailer homes — like the one, a pleasing fifteen-minute drive from town, that has no air-conditioning, no screens, no fans, no television, and, by way of diversion, only the challenge of evading the landlord's Doberman pinscher. The big problem with this place, though, is the rent, which at \$675 a month is well beyond my reach. All right, Key West is expensive. But so is New York City, or the Bay Area, or Jackson, Wyoming, or Telluride, or Boston, or any other place where tourists and the wealthy compete for living space with the people who clean their toilets and fry their hash browns. Still, it is a shock to realize that "trailer trash" has become, for me, a demographic category to aspire to.

1. former

So I decide to make the common trade-off between affordability and convenience and go for a \$500-a-month “efficiency” thirty miles up a two-lane highway from the employment opportunities of Key West, meaning forty-five minutes if there’s no road construction and I don’t get caught behind some sundazed Canadian tourists. I hate the drive, along a roadside studded with white crosses commemorating the more effective head-on collisions, but it’s a sweet little place — a cabin, more or less, set in the swampy backyard of the converted mobile home where my landlord, an affable² TV repairman, lives with his bartender girlfriend. Anthropologically speaking, the trailer park would be preferable, but here I have a gleaming white floor and a firm mattress, and the few resident bugs are easily vanquished.

The next piece of business is to comb through the want ads and find a job. I rule out various occupations for one reason or another: hotel front-desk clerk, for example, which to my surprise is regarded as unskilled and pays only \$6 or \$7 an hour, gets eliminated because it involves standing in one spot for eight hours a day. Waitressing is also something I’d like to avoid, because I remember it leaving me bone-tired when I was eighteen, and I’m decades of varicosities³ and back pain beyond that now. Telemarketing, one of the first refuges of the suddenly indigent,⁴ can be dismissed on grounds of personality. This leaves certain supermarket jobs, such as deli clerk, or housekeeping in the hotels and guest houses, which pays about \$7 and, I imagine, is not too different from what I’ve been doing part-time, in my own home, all my life.

- [5] So I put on what I take to be a respectable-looking outfit of ironed Bermuda shorts and scooped-neck T-shirt and set out for a tour of the local hotels and supermarkets. Best Western, Econo Lodge, and Hojo’s all let me fill out application forms, and these are, to my relief, mostly interested in whether I am a legal resident of the United States and have committed any felonies. My next stop is Winn-Dixie, the supermarket, which turns out to have a particularly onerous application process, featuring a twenty-minute “interview” by computer since, apparently, no human on the premises is deemed capable of representing the corporate point of view. I am conducted to a large room decorated with posters illustrating how to look “professional” (it helps to be white and, if female, permed) and warning of the slick promises that union organizers might try to tempt me with. The interview is multiple-choice: Do I have anything, such as child care problems, that might make it hard for me to get to work on time? Do I think safety on the job is the responsibility of management? Then, popping up cunningly out of the blue: How many dollars’ worth of stolen goods have I purchased in the last year? Would I turn in a fellow employee if I caught him stealing? Finally, “Are you an honest person?”

Apparently I ace the interview, because I am told that all I have to do is show up in some doctor’s office tomorrow for a urine test. This seems to be a fairly general rule: if you want to stack Cheerios boxes or vacuum hotel rooms in chemically fascist⁵ America, you have to be willing to squat down and pee in front of a health worker (who has no doubt had to do the same thing herself). The wages Winn-Dixie is offering — \$6 and a couple of dimes to start with — are not enough, I decide, to compensate for this indignity.

2. **Affable** (*adjective*): characterized by ease, pleasantness, and friendliness
3. Varicose veins (or varicosities) are twisted, enlarged veins at the skin surface, often caused by age.
4. poor or in need
5. related to or resembling fascism, which is a form of radical authoritarianism

I lunch at Wendy's, where \$4.99 gets you unlimited refills at the Mexican part of the Super-bar, a comforting surfeit⁶ of refried beans and cheese sauce. A teenage employee, seeing me studying the want ads, kindly offers me an application form, which I fill out, though here, too, the pay is just \$6 and change an hour. Then it's off for a round of the locally owned inns and guest houses in Key West's Old Town, which is where all the serious sightseeing and guzzling goes on, a couple of miles removed from the functional end of the island, where the discount hotels make their homes. At The Palms, let's call it, a bouncy manager actually takes me around to see the rooms and meet the current housekeepers, who, I note with satisfaction, look pretty much like me — faded ex-hippie types in shorts with long hair pulled back in braids. Mostly, though, no one speaks to me or even looks at me except to offer an application form. At my last stop, a palatial B & B, I wait twenty minutes to meet "Max," only to be told that there are no jobs now but there should be one soon, since "nobody lasts more than a couple weeks."

Three days go by like this and, to my chagrin,⁷ no one from the approximately twenty places at which I've applied calls me for an interview. I had been vain enough to worry about coming across as too educated for the jobs I sought, but no one even seems interested in finding out how overqualified I am. Only later will I realize that the want ads are not a reliable measure of the actual jobs available at any particular time. They are, as I should have guessed from Max's comment, the employers' insurance policy against the relentless turnover of the low-wage workforce. Most of the big hotels run ads almost continually, if only to build a supply of applicants to replace the current workers as they drift away or are fired, so finding a job is just a matter of being in the right place at the right time and flexible enough to take whatever is being offered that day. This finally happens to me at one of the big discount chain hotels where I go, as usual, for housekeeping and am sent instead to try out as a waitress at the attached "family restaurant," a dismal spot looking out on a parking garage, which is featuring "Polish⁸ sausage and BBQ sauce" on this 95-degree day. Phillip, the dapper young West Indian who introduces himself as the manager, interviews me with about as much enthusiasm as if he were a clerk processing me for Medicare, the principal questions being what shifts I can work and when I can start. I mutter about being woefully out of practice as a waitress, but he's already on to the uniform: I'm to show up tomorrow wearing black slacks and black shoes; he'll provide the rust-colored polo shirt with "Hearthside," as we'll call the place, embroidered on it, though I might want to wear my own shirt to get to work, ha ha. At the word tomorrow, something between fear and indignation rises in my chest. I want to say, "Thank you for your time, sir, but this is just an experiment, you know, not my actual life."

"Serving in Florida: Excerpt from Nickel and Dimed" from Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich. Copyright © 2001 by Barbara Ehrenreich. Reprinted with permission, all rights reserved.

6. abundant supply

7. **Chagrin** (*noun*): distress or embarrassment at having failed or been humiliated

8. Polish

Text-Dependent Questions

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

1. Which statement best describes how the style of the text contributes to its persuasiveness?
 - A. The text is written from the author's point of view, and this informal, often tongue-in-cheek style allows readers to identify with the author and experience her account more directly.
 - B. The text is written with a great amount of imagery and detail, and this descriptive style immerses readers in the author's experiences as if they were the ones in the experiment.
 - C. The text is written as a formal account of the author's experiment, and this style presents clear, objective information to the readers for them to interpret on their own.
 - D. The text is written from the author's point of view reflecting back on her completed experiment, and this introspective style makes her claims less accessible to readers.

2. Which of the following best describes how the author responds to her search for housing?
 - A. She is outraged that nothing fits her needs and ends up going over her budget because she cannot scale her expectations.
 - B. She compromises and easily finds a comfortable, convenient "efficiency," which goes against her original expectation that finding affordable housing would be difficult.
 - C. She is inconvenienced by the drive from her place to work, but she finds unexpected joy in living in a small community.
 - D. She is shocked not only by the low quality of housing within her means but her dramatic change in social status.

3. PART A: What emotion is the author trying to express when she describes the Winn-Dixie application process as "onerous" in paragraph 5?
 - A. The author is expressing her disappointment with the interview when she calls it "onerous" because she had hoped to talk to someone in person.
 - B. The author is being snide when she calls the interview "onerous," expressing her ridicule of and frustration with the tedious, annoying process.
 - C. The author is expressing her fears of failing the interview when she calls it "onerous," expressing how intimidated she feels while taking the test.
 - D. The author is being serious when she calls the interview "onerous," expressing her surprise upon discovering just how challenging the test is.

4. PART B: Which of the following details from the text best supports the answer to Part A?
- A. "a twenty-minute 'interview' by computer since, apparently, no human on the premises is deemed capable of representing the corporate point of view." (Paragraph 5)
 - B. "a large room decorated with posters illustrating how to look 'professional'... and warning of the slick promises that union organizers might try to tempt me with." (Paragraph 5)
 - C. "How many dollars' worth of stolen goods have I purchased in the last year? Would I turn in a fellow employee if I caught him stealing?" (Paragraph 5)
 - D. "Apparently I ace the interview, because I am told that all I have to do is show up in some doctor's office tomorrow for a urine test." (Paragraph 6)

5. How do the author's interviews at Winn-Dixie and Hearthiside contribute to the development of ideas in the text, particularly regarding how the world views low-wage workers?

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. Based on your reading, do you think Ehrenreich's experiment revealed any flaws in the social system? If so, what kinds of problems?
2. In your opinion, can one really "experiment" with living in poverty? Why or why not?
3. Ehrenreich's experiment in 'Nickel and Dimed' has received some criticism for its methods and the validity of results. What flaws, if any, did you note in the conditions of Ehrenreich's experiment?
4. In the context of this passage, does money buy happiness? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. In the context of this passage, what is fair? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

UN Explores Native American Rights In U.S.

By Michel Martin
2012

S. James Anaya is the Dean of the University of Colorado Boulder Law School, and was formerly a professor of Human Rights Law and Policy at the University of Arizona. Anaya's Native American ancestry inspired him to dedicate his career to the issues surrounding indigenous people. In this text, Michel Martin interviews Anaya on the report he completed for the United Nations regarding the rights of indigenous people in the United States. As you read, take note of the changes S. James Anaya suggests that the United States government put into place.

- [1] **MICHEL MARTIN, HOST:** I'm Michel Martin, and this is *Tell Me More*, from NPR News. Coming up, as a child, did you ever build a rocket? Well, how about one that can take two raw eggs 800 feet up and bring them back safely again? That's exactly what students from Memphis' Wooddale High School managed to do, and now they're competing in a national competition this weekend. We'll hear their inspiring story in just a few minutes.



"Navajo Nation President Ben Shelly and Professor James Anaya" by Navajo Nation Washington Office is licensed under CC BY-ND 2.0.

But, first, we want to turn to a new report that turns an international spotlight on how America's indigenous¹ people live. Native Americans, Hawaiians and Alaskan natives are the subject of a new United Nations Human Rights Commission report that examines, for the first time, the living conditions of native people against the standard set by the UN Declaration on the Rights of Indigenous Peoples. That declaration establishes minimum, basic rights for indigenous people globally. The U.S. signed on to this declaration in 2010.

S. James Anaya is the UN special rapporteur² on indigenous peoples. He is an American and a professor of law with a background in tribal law, and he led this inquiry, which just concluded. It is, as we said, the first of its kind to report on the conditions of indigenous people in the U.S.

And Professor S. James Anaya joins us now in our Washington, D.C. studios. Thank you so much for coming in.

- [5] **S. JAMES ANAYA:** Thank you. It's great to be here with you.

MARTIN: I should mention that you are a professor of law in the United States. You're from New Mexico, so you certainly have your own personal experience with these issues. But what motivated this report by the United Nations at this time? Was this the first opportunity after the United States signed onto this universal declaration?

1. someone who is native to an area
2. a person chosen by an organization to prepare reports of meetings or to investigate and report on a problem

ANAYA: Yeah. That's right. I, in my capacity as special rapporteur on the rights of indigenous peoples, have been interested in promoting the application and implementation of the UN Declaration on the Rights of Indigenous Peoples on a worldwide basis. And so when the U.S. expressed its support, it was natural for me to say, well, what kind of conversation can we have about what the U.S. is doing, in practical terms, to put to practice the declaration?

MARTIN: You know, one could see both sides of this. On the one hand, because you are an American and because the United States is such an important and influential body, and the United Nations is based there, you can see why some people around the world would say, OK. What's going on in your own house? But you can also see where a lot of Americans would see this type of investigation as something that would be more of a priority in less-developed or less-democratic countries where there is less transparency.

And so I think the question might be: What would you say to Americans who would say, why is this needed here?

[10] **ANAYA:** Well, I have been looking at the rights of indigenous peoples in other countries and less-developed countries. I've been to countries throughout Latin America and Africa, Asia, and I think it's natural for me, in my capacity as UN special rapporteur, to look in my own backyard, as it were.

MARTIN: Obviously, the report is comprehensive,³ but could you just give us a few of your key findings?

ANAYA: The basic finding is that there needs to still be some reconciliation⁴ between indigenous peoples and the United States government. Indigenous peoples suffer a range of social ills, high rates of poverty, alcoholism, domestic violence, low educational attainment. And these are a product of what's been referred to as intergenerational trauma⁵ spanning decades, really centuries, since the founding of the country and before.

So the historical oppression that indigenous peoples have suffered, the taking of their lands, the undermining of their cultures, the taking of their children to boarding schools in order to wean them away from indigenous culture, these have had profound effects on indigenous peoples. There's yet to be a real reckoning⁶ of that history and reconciliation.

MARTIN: You've done a lot of work with indigenous people and tribal law throughout your career. What got you interested in this particular area?

[15] **ANAYA:** Well, I am of indigenous ancestry myself, Apache and Purepecha. So, of course, I've sort of grown up with concern about indigenous peoples. And when I studied law, I became interested in devoting my career to this issue and was fortunate in being able to land a job right out of law school where I was working, representing Indian tribes.

MARTIN: Have you observed, over the course of time that you've been thinking about these issues, both personally and professionally, have you noticed any change in kind of the core issues that you talked about?

3. **Comprehensive** (*adjective*): complete; including all or nearly all elements of something
4. **Reconciliation** (*noun*): the restoration of friendly relations
5. the transfer of historical oppression and its negative consequences across generations
6. **Reckoning** (*noun*): the time when one is called to account for one's actions

ANAYA: First of all, indigenous peoples have managed to take more and more control over their lives, but what characterizes that effort is always the constant barriers that they have to overcome in terms of various structural arrangements with states and federal government.

Another thing that I think has changed is that there's more awareness among tribes of their connections with the outside world with indigenous peoples. And so we see indigenous peoples from the United States participating in various international forums, or indigenous peoples from other countries are present and talking about the same issues and developing common strategies across borders.

MARTIN: So you say there's more transnational...⁷

[20] **ANAYA:** Yeah.

MARTIN: ...relationships than...

ANAYA: That's right.

MARTIN: ...before. That's interesting. If you're just joining us, this is *Tell Me More* from NPR News. I'm speaking with S. James Anaya. He is the United Nations special rapporteur on indigenous peoples. He has led the first-of-its-kind inquiry into the treatment of indigenous people in the United States.

I noticed in your report that you said that you were unable to meet with members of Congress in connection with your inquiry. You mean no member of Congress was willing to meet with you in your official capacity?

[25] **ANAYA:** Well, we asked to meet with members of Congress, and just didn't get a positive response.

MARTIN: But you met with people at other levels of government, people from the State Department...

ANAYA: That's right. I met with every agency and department with which I asked to meet in the administration, I was able to meet with. So I did get great cooperation from the administration.⁸

MARTIN: In your report, you do weigh in on one kind of legislative issue that is before the Congress, which is the question of the reauthorizations of the Violence Against Women Act.⁹ There's been extensive reporting on the very high level of violence, including sexual violence, being faced by women on reservations...

ANAYA: Right.

[30] **MARTIN:** ...often, the perpetrators¹⁰ being people who are not on the reservation.

ANAYA: Oh, this is — yeah.

7. extending or operating across national boundaries

8. This is referring to the Obama Administration, which was the executive branch of the federal government under Democratic President Barack Obama and Vice President Joe Biden.

9. The Act provided funds towards the investigation and prosecution of violent crimes against women.

10. **Perpetrator (noun):** a person who carries out a harmful, illegal, or immoral act

MARTIN: And I just wanted to ask why you feel that this would help?

ANAYA: The statistics show that 80-plus percent of those who commit violence against women are non-indigenous and, under current law, the tribal courts can't prosecute non-indigenous perpetrators of certain crimes. And so this is a real need, and I think anybody can understand that they would want the courts in the community in which they live to have responsibility and the capability of adjudicating¹¹ these kinds of crimes, or alleged crimes.

And I think it, first of all, it doesn't serve women who are the victims or potential victims of this crime to limit the tribal courts in this regard, because it only serves to perpetuate this gap in prosecution. And, secondly, it is discriminatory against tribal courts and the people that run these courts.

[35] **MARTIN:** I know that this report — as you and I are speaking now — has just been completed. I wanted to ask what kind of reception it's receiving so far.

ANAYA: Well, the report itself will come out in a matter of months, but I have, as you mentioned, issued a preliminary¹² statement, and that will be the basis for a full report that will be issued.

MARTIN: Well, without being prejudicial, though, I mean, you've been in this area for a while. Is there anything over the course of this inquiry that stood out for you?

ANAYA: A couple of things, maybe. One is the — I had been to Alaska, and the indigenous people there have seen, within just a couple of generations, their access to subsistence¹³ resources diminish. Just two generations ago, they were, as they say, free to hunt, fish according to the ways of their ancestors. And now they're highly restricted in the way they can do that. They're subject to state regulation on that, which in many cases, limits — in a practical sense — their ability to live as they did. And so that is causing a lot of turmoil¹⁴ in indigenous societies and cultures.

What I saw there and what was highlighted in other parts of the country is this interconnection between people's physical, economic and social well-being and the continuity of their cultures that every human being aspires to, having that grounding in a cultural identity in those familiar ways.

[40] And there is another dimension that needs to be highlighted, and that is the dimension of religion. Indigenous peoples' religious belief systems throughout the country are connected with specific places that have meaning in various ways and whose preservation is essential to the continuity of their religious practices and their belief systems and their cultures.

And so there are various locations around the country that touch upon the lives of virtually every indigenous group or community and that these people are — the indigenous peoples are striving to maintain a connection to, but that for various reasons, their access to these places is limited, or these places themselves are, in their eyes, being desecrated¹⁵ by various activities occurring on these places. So that's a very critical importance, and that was one of the things that was highlighted to me and impressed upon me.

11. make a formal judgement or decision about a problem or disputed matter
12. **Preliminary** (*adjective*): preceding or leading up to the main part; introductory
13. **Subsistence** (*noun*): the smallest amount necessary to support life
14. **Turmoil** (*noun*): a state of great disturbance
15. **Desecrate** (*verb*): to treat with violent disrespect; violate

Of course I have a knowledge about these issues, but to hear from people throughout the country on a consistent basis that this is a matter of vital importance, this cultural connection of lands resources and the spiritual religious dimension of that connection, was quite striking for me.

MARTIN: How will you know if you — or that you have succeeded in this post?

ANAYA: Well, from my standpoint, success is having tried, done everything I can to try to give voice to indigenous peoples, to ensure that their voice is being heard. And as long as we can continue to see steps in the right direction, I think we're moving along the path towards success. It's a process. It's a long-term one. And it's those steps that I'm looking for.

[45] **MARTIN:** S. James Anaya is the United Nations special rapporteur on indigenous peoples. His mission is the first of its kind to report on the rights of indigenous people in the United States, and he was kind enough to join us here in our Washington, D.C. studios.

Professor Anaya, thank you so much for speaking with us.

ANAYA: Thank you very much.

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Text-Dependent Questions

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

1. PART A: Which statement best identifies the central idea of the text? [RI.2]
 - A. Anaya’s report showed that indigenous people are living comfortably in the United States, but limits on their land negatively impact their culture.
 - B. Anaya’s report showed that indigenous people are struggling to live comfortably and are often stranded from their culture by governmental regulations.
 - C. Anaya’s report is one of the many looking into the well-being of indigenous people in America, and it didn’t reveal anything new.
 - D. Anaya’s report lists several proposed changes regarding reservations and land division that will likely negatively impact the nation as a whole.

2. PART B: Which section from the text best supports the answer to Part A? [RI.1]
 - A. “So the historical oppression that indigenous peoples have suffered, the taking of their lands, the undermining of their cultures, the taking of their children to boarding schools in order to wean them away from indigenous culture, these have had profound effects on indigenous peoples.” (Paragraph 13)
 - B. “And so we see indigenous peoples from the United States participating in various international forums, or indigenous peoples from other countries are present and talking about the same issues and developing common strategies across borders.” (Paragraph 18)
 - C. “The statistics show that 80-plus percent of those who commit violence against women are non-indigenous and, under current law, the tribal courts can’t prosecute non-indigenous perpetrators of certain crimes.” (Paragraph 33)
 - D. “And now they’re highly restricted in the way they can do that. They’re subject to state regulation on that, which in many cases, limits — in a practical sense — their ability to live as they did.” (Paragraph 38)

3. PART A: What is S. James Anaya’s purpose in investigating the state of indigenous people’s rights in the United States? [RI.6]
 - A. to inform the public on the current status and needs of indigenous people in America
 - B. to convince the U.S. government to return all stolen land to indigenous people in America
 - C. to criticize the U.S. government for its poor treatment of indigenous people
 - D. to reveal that the U.S. government is uncaring towards the suffering of indigenous people

4. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
- A. "I've been to countries throughout Latin America and Africa, Asia, and I think it's natural for me, in my capacity as UN special rapporteur, to look in my own backyard, as it were." (Paragraph 10)
 - B. "Another thing that I think has changed is that there's more awareness among tribes of their connections with the outside world with indigenous peoples." (Paragraph 18)
 - C. "Well, we asked to meet with members of Congress, and just didn't get a positive response." (Paragraph 25)
 - D. "I can to try to give voice to indigenous peoples, to ensure that their voice is being heard." (Paragraph 44)

5. How do paragraphs 40-42 contribute to the development of ideas in the text? [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 your opinion, why has the land of indigenous peoples been limited? How does the United States government benefit from restricting the land?
2. In the context of the text, what is fair? Do you think the current regulations indigenous people are subjected to on reservations are fair? Why or why not? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the text, what are the effects of prejudice? How have past prejudices from the United States government towards indigenous people contributed to how they live today? How does prejudice against indigenous people continue now? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the text, how does a person overcome adversity? How is S. James Anaya's report a means to help indigenous people overcome adversity? How do indigenous people negatively affected by government regulations overcome these obstacles? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. In the context of the text, how do people create change? How does S. James Anaya hope to create change in the United States? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.