

RI.11-12. 2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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Aim: In what ways does paragraph 8 develop Thoreau's point of view about conscience?

Vocabulary
<ul style="list-style-type: none"> · ado (n.) – foolish or unnecessary talk · undertaken (v.) – promised, agreed · friction (n.) – the force that causes a moving object to slow down when it is touching another object; disagreement or tension between people or groups of people · commodities (n.) – things that are bought and sold · ports (n.) – towns or cities where ships stop to load and unload cargo · counterbalance (v.) – have an effect that is opposite but equal to (something)

Do now: Choose one of the words from the vocabulary list. Complete the following Marzano Vocabulary four square:

Word:	
Rewrite definition in your own words: _____ _____ _____	Synonyms • • •
Visual Image:	Write a sentence using an appositive for the word _____ _____

MEA #1: Read and annotate the following passage (underline key words and write down any questions you have about the text):

[8] All men recognize the right of revolution; that is, the right to refuse allegiance to, and to resist, the government, when its tyranny or its inefficiency are great and unendurable. But almost all say that such is not the case now. But such was the case, they think, in the Revolution of '75. (10) If one were to tell me that this was a bad government because it taxed certain foreign commodities brought to its ports, it is most probable that I should not make an ado about it, for I can do without them. All machines have their friction; and possibly this does enough good to counterbalance the evil. At any rate, it is a great evil to make a stir about it. But when the

12.2.1 L8

friction comes to have its machine, and oppression and robbery are organized, I say, let us not have such a machine any longer. In other words, when a sixth of the population of a nation which has undertaken to be the refuge of liberty are slaves, and a whole country is unjustly overrun and conquered by a foreign army, and subjected to military law, I think that it is not too soon for honest men to rebel and revolutionize. What makes this duty the more urgent is the fact that the country so overrun is not our own, but ours is the invading army.[\(11\)](#)

Team Government: Choose any 6 questions.

1. What reasons does Thoreau give for why the “merchants and farmers” are “opponents to a reform” (part 1, par. 10)?
2. What does Thoreau mean when he says those “near at home ... do the bidding of those far away” (part 1, par. 10)?
3. What does Thoreau mean by his description of “patron[s] of virtue” (part 1, par. 10)?
4. What does Thoreau’s metaphor of the “machine” describe (part 1, par. 8)? [\(L.11-12.5.a\)](#)
5. What is the “right of revolution” and when should people exercise that right (part 1, par. 8)?
6. Activity 3: Reading and Discussion
7. When does Thoreau believe people should revolt?

Read part 1, paragraph 8 of “Civil Disobedience” (from “All men recognize the right of revolution” to “but ours is the invading army”) and answer the following questions before sharing out with the class.

8. How does the first sentence of part 1, paragraph 8 develop a central idea in the text?
9. How does Thoreau’s reference to the “Revolution of ’75” develop his ideas about revolution (part 1, par. 8)?

Team Individual: Choose any 6 questions.

Answer the following questions before sharing out with the class.

10. What does Thoreau mean by “friction” (part 1, par. 8)? [\(L.11-12.4.a\)](#)
11. What does Thoreau mean by “when the friction comes to have its machine” (part 1, par. 8)?
12. How do “oppression and robbery” become “organized” (part 1, par. 8)?
13. What examples of “oppression and robbery” does Thoreau cite in part 1, paragraph 8?

12.2.1 L8

14. What does Thoreau believe should be done when “oppression and robbery are organized” (part 1, par. 8)?
15. How does Thoreau’s solution develop the central idea of the relationship between the individual and the state?
16. How do Thoreau’s examples of “oppression and robbery” develop the central idea of ethics (part 1, par. 8)?

Reread part 1, paragraphs 5 and 8 of “Civil Disobedience” (from “The mass of men serve the state thus” to “To any sovereign state throughout the world “ and from “All men recognize the right of revolution “ to “but ours is the invading army”) and answer the following question before sharing out with the class.

17. How does Thoreau use the metaphor of the machine differently in part 1, paragraph 5 compared to part 1, paragraph 8?

Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the text. Cite textual evidence to support your work.

Text: “Civil Disobedience” by Henry David Thoreau

Part and Paragraph #	Central Ideas	Notes and Connections
Part 1, par. 8	The relationship between the individual and the state	
Part 1, par. 8	Ethics	
Part 1, par. 8	Ethics	

