

Directions: Read the following speech. Provide answers to the questions in the margin. Annotate the text for information regarding audience, purpose, context, and rhetorical appeals.

On Nuclear Disarmament
Speech by Carl Sagan

My Notes

- 1 Fifty-one thousand human beings were killed or wounded here, ancestors of some of us, brothers of us all. This was the first full-fledged example of an industrialized war, with machine-made arms and railroad transport of men and material. This was the first hint of an age yet to come, our age; an intimation of what technology bent to the purposes of war might be capable. The new Spencer repeating rifle was used here. In May 1863, a reconnaissance balloon of the **Army of the Potomac**¹ detected movement of Confederate troops across the Rappahannock River, the beginning of the campaign that led to the Battle of Gettysburg. That balloon was a **precursor**² of air forces and strategic bombing and reconnaissance satellites.
- 2 A few hundred artillery pieces were deployed in the three-day battle of Gettysburg. What could they do? What was the war like then? . . . Ballistic projectiles, launched from the cannons that you can see all over this Gettysburg Memorial, had a range, at best, of a few miles. The amount of explosive in the most formidable of them was some twenty pounds, roughly one-hundredth of a ton of **TNT**.³ It was enough to kill a few people.
- 3 But the most powerful chemical explosives used eighty years later, in World War II, were the blockbusters, so-called because they could destroy a city block. Dropped from aircraft, after a journey of hundreds of miles, each carried about ten tons of TNT, a thousand times more than the most powerful weapon at the Battle of Gettysburg. A blockbuster could kill a few dozen people.
- 4 At the very end of World War II, the United States used the first atomic bombs to **annihilate**⁴ two Japanese cities. Each of those weapons had the equivalent power of about ten thousand tons of TNT, enough to kill a few hundred thousand people. One bomb.
- 5 A few years later the United States and the Soviet Union developed the first **thermonuclear**⁵ weapons, the first hydrogen bombs. Some of them had an explosive yield equivalent to ten million tons of TNT; enough to kill a few million people. One bomb. Strategic nuclear weapons can now be launched to any place on the planet. Everywhere on earth is a potential battlefield now.

How does the statistics Sagan provides support his evidence in the essay? Provide textual evidence to support your answer.

How is the evidence in this paragraph 5 related to evidence provided earlier in the speech? Provide textual evidence to support your answer.

¹ the Union army that defeated Confederate forces near the town of Gettysburg, Pennsylvania. The battle was a turning point in the Civil War.

² (*n*) something that comes before and signals or prepares the way for what will follow

³ a chemical compound used as an explosive

⁴ (*v*) to destroy completely

⁵ based on the process of nuclear fusion, in which atomic nuclei combine at high temperatures, releasing energy.



6 Each of these technological triumphs advanced the art of mass murder by a factor of a thousand. From Gettysburg to the blockbuster, a thousand times more explosive energy; from the blockbuster to the atomic bomb, a thousand times more; and from the atomic bomb to the hydrogen bomb, a thousand times still more. A thousand times a thousand, times a thousand is a billion; in less than one century, our most fearful weapon has become a billion times more deadly. But we have not become a billion times wiser in the generations that stretch from Gettysburg to us.

What idea does Sagan stress through the use of parallelism?

7 The souls that perished here would find the **carnage**⁶ of which we are now capable unspeakable. Today, the United States and the Soviet Union have booby-trapped our planet with almost sixty thousand nuclear weapons. Sixty thousand nuclear weapons! Even a small fraction of the strategic arsenals could without question annihilate the two **contending**⁷ superpowers, probably destroy the global civilization, and possibly render the human species extinct. No nation, no man should have such power. We distribute these instruments of **apocalypse**⁸ all over our fragile world, and justify it on the grounds that it has made us safe. We have made a fool's bargain.

8 The 51,000 casualties here at Gettysburg represented one-third of the Confederate army and one-quarter of the Union army. All those who died, with one or two exceptions, were soldiers. The best-known exception was a civilian in her own house who thought to bake a loaf of bread and, through two closed doors, was shot to death; her name was Jennie Wade. But in the global thermonuclear war, almost all the casualties will be civilians, men, women, and children, including vast numbers of citizens of nations that had no part in the quarrel that led to the war, nations far removed from the northern mid-latitude "target zone." There will be billions of Jennie Wades. Everyone on earth is now at risk. . . .

What new point does Sagan make with the historical evidence he discusses here?

9 Two months before Gettysburg, on May 3, 1863, there was a Confederate triumph, the Battle of Chancellorsville. On the moonlit evening following the victory, General Stonewall Jackson and his staff, returning to the Confederate lines, were mistaken for Union cavalry. Jackson was shot twice in error by his own men. He died of his wounds.

How does this repetition serve to link and emphasize essential points?

10 We make mistakes. We kill our own.

11 There are some who claim that since we have not yet had an accidental nuclear war, the precautions being taken to prevent one must be adequate. But not three years ago we witnessed the disasters of the **Challenger**⁹ space shuttle and the **Chernobyl**¹⁰ nuclear power plant, high-technology systems, one American, one Soviet, into which enormous quantities of national prestige had been invested. There were compelling reasons to prevent these disasters. In the preceding year, confident assertions were made by officials of both nations that no accidents of that sort could happen. We were not to worry. The experts

⁶ (n) massive slaughter

⁷ (adj) struggling in rivalry

⁸ total devastation

⁹ an American space shuttle that exploded in 1986, killing all seven crew members.

¹⁰ a town in the Ukraine (then part of the Soviet Union) that was the site of a major nuclear power plant accident in 1986



would not permit an accident to happen. We have since learned that such assurances do not amount to much.

- 12 We make mistakes. We kill our own.
- 13 This is the century of Hitler and Stalin, evidence—if any were needed—that madmen can seize the reins of power of modern industrial states. If we are content in a world with nearly sixty thousand nuclear weapons, we are betting our lives on the proposition that no present or future leaders, military or civilian—of the United States, the Soviet Union, Britain, France, China, Israel India, Pakistan, South Africa, and whatever other nuclear powers there will be— will ever stray from the strictest standards of prudence. We are gambling on their sanity and sobriety even in times of great personal and national crisis, all of them, for all times to come. I say this is asking too much of us. Because we make mistakes. We kill our own. . . .
- 14 We have made a fool's bargain. We have been locked in a deadly embrace with the Soviet Union, each side always propelled by the abundant malefactions of the other; almost always looking to the short term—to the next congressional or presidential election, to the next party congress—and almost never seeing the big picture.
- 15 Dwight Eisenhower, who was closely associated with this Gettysburg community, said, "The problem in defense spending is to figure out how far you should go without destroying from within what you are trying to defend from without." I say we have gone too far. . . .
- 16 The Civil War was mainly about union; union in the face of differences. A million years ago, there were no nations on the planet. There were no tribes. The humans who were here were divided into small family groups of a few dozen people each. They wandered. That was the horizon of our identification, an itinerant family group. Since then, the horizons have expanded. From a handful of hunter-gatherers, to a tribe, to a horde, to a small city-state, to a nation, and today to immense nation-states. The average person on the earth today owes his or her primary allegiance to a group of something like a hundred million people. It seems very clear that if we do not destroy ourselves first, the unit of primary identification of most human beings will before long be the planet Earth and the human species. To my mind, this raises the key question: whether the fundamental unit of identification will expand to embrace the planet and the species, or whether we will destroy ourselves first. I'm afraid it's going to be very close.
- 17 The identification horizons were broadened in this place 125 years ago, and at great cost to North and South, to blacks and whites. But we recognize that expansion of identification horizons as just. Today there is an urgent, practical necessity to work together on arms control, on the world economy, on the global environment. It is clear that the nations of the world now can only rise and fall together. It is not a question of one nation winning at the expense of another. We must all help one another or all perish together.
- 18 On occasions like this it is customary to quote homilies; phrases by great men and women that we've all heard before. We hear, but we tend not to focus. Let

What conclusion does Sagan draw?



me mention one, a phrase that was uttered not far from this spot by Abraham Lincoln: “With **malice**¹¹ toward none, with charity for all. . . .” Think of what that means. This is what is expected of us, not merely because our ethics command it, or because our religions preach it, but because it is necessary for human survival.

- 19 Here’s another: “A house divided against itself cannot stand.” Let me vary it a little: A species divided against itself cannot stand. A planet divided against itself cannot stand. And [to be] inscribed on this Eternal Light Peace Memorial, which is about to be rekindled and rededicated, is a stirring phrase: “A World United in the Search for Peace.”
- 20 The real triumph of Gettysburg was not, I think, in 1863 but in 1913, when the surviving veterans, the remnants of the adversary forces, the Blue and the Gray, met in celebration and solemn memorial. It had been the war that set brother against brother, and when the time came to remember, on the fiftieth anniversary of the battle, the survivors fell, sobbing, into one another’s arms. They could not help themselves.
- 21 It is time now for us to emulate them, NATO and the **Warsaw Pact**¹², Israelis and Palestinians, whites and blacks, Americans and Iranians, the developed and the underdeveloped worlds.
- 22 We need more than anniversary sentimentalism and holiday piety and patriotism. Where necessary, we must confront and challenge the conventional wisdom. It is time to learn from those who fell here. Our challenge is to reconcile, not after the carnage and the mass murder, but instead of the carnage and the mass murder.
- 23 It is time to act.

¹¹ (n) a desire to harm others

¹² an alliance of the Soviet Union and other Communist nations



2. How does Sagan’s use of evidence and rhetorical appeals develop his argument? Support your answer with textual evidence.

Final draft here:

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Draft here:



Directions:

Read the following poem. Provide answers to the questions in the margin. Annotate the text for the author's development of tone, imagery, and purpose.

Song of P'eng-ya Tu Fu

My Notes

- I remember when we first fled the rebels¹,
hurrying north over dangerous trails;
night deepened on Peng-ya Road²,
the moon shone over White-water Hills.
- 5 A whole family endlessly trudging,
begging without shame from the people we met:
valley birds sang, a jangle of soft voices;
we didn't see a single traveler returning
The baby girl in her hunger bit me;
- 10 fearful that tigers or wolves would hear her cries,
I hugged her to my chest, muffling her mouth,
but she squirmed and wailed louder than before
The little boy pretended he knew what was happening;
importantly he searched for sour plums to eat.
- 15 Ten days, half in rain and thunder,
through mud and slime we pulled each other on.
There was no escaping from the rain,
trails slick, clothes wet and clammy;
getting past the hardest places,
- 20 a whole day advanced us no more than three or four li³
Mountain fruits served for rations,
low-hung branches were our rafter and roof
Mornings we traveled by rock-bedded streams,
evenings camped in mists that closed in the sky
- 25 We stopped a little while at the marsh of T' ung-
chai⁴, thinking to go out by Lu-tzu⁵ Pass;
an old friend there, Sun Tsai⁶,
ideals higher than the piled-up clouds;
he came out to meet us as dusk turned to darkness,
- 30 called for torches, opening gate after gate,
heated water to wash our feet,
cut strips of paper to call back our souls⁷
Then his wife and children came;
seeing us, their tears fell in streams
- 35 My little chicks had gone sound to sleep;
he called them to wake up and eat from his plate,
said he would make a vow with me,
the two of us to be brothers forever

Which images strongly
convey the physical
hardships of refugee life?

What ideas or emotions are
suggested in these lines?

¹ troops lead by the traitorous general An Lu-shan, who attacked and captured the Chinese capital of Ch'ang-an in A.D. 756.

² a road to the town of P'eng-ya (p'ung'yá'), about 130 miles north of Ch'ang-an. Tu Fu and his family passed through P'eng-ya as they sought safety from the rebel forces.

³ less than a mile and a half.

⁴ (t'öng'já')

⁵ (l'öo'dzü)

⁶ (s'öön' dzí)

⁷ It was believed that the soul could leave the body when a person was frightened. The ritual referred to here was intended to restore the souls of the frightened travelers.



40 At last he cleared the room where we sat,
wished us goodnight, all he had at our command. Who is willing, in the
hard, bleak times,
to break open, lay bare his innermost heart? Parting from you, a year of
months has rounded, **Tartar tribes**⁸ still plotting evil,
45 and I think how it would be to have strong wings that would carry me away,
set me down before you.

⁸ the forces of An Lu-shan

~ Translated by Burton Watson

What is the poet's
final message?

**3. How does TuFu's use of imagery contribute to the tone of the poem?
Support your answer with textual evidence from the selection.**

Final Draft Here:

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Draft Here:



WRITTEN COMPOSITION: Persuasive

Read the following quotation.

“People pay for what they do, and still more for what they have allowed themselves to become. And they pay for it very simply; by the lives they lead- James Baldwin.

Many circumstances can determine what actions individuals take, but those individuals do not always see the outcomes of those actions.

Write an essay stating a position on whether judging others should be based on their actions or the reasons for their actions

Be sure to –

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling



BRAINSTORM

Your topic: Write an essay stating your position on whether our judging others should be based on their actions or the reasons for their actions.

Brainstorm: When writing a persuasive essay, you must show why your opinion is correct. Include reasons and statements that explain your position. Each reason must be supported with evidence. Also, think about objections that the audience might raise. Prepare a counterargument for each objection. Your thesis is a statement about your position on the issue.

Thesis Statement:

Reason 1:

Evidence 1:

Evidence 2:

Counterargument

Possible Objection(s):

Argument Against Objection(s) (in support of the thesis):



OUTLINE

- **In the space provided, create an outline for your essay.**
- **Remember your topic: Write an essay stating your position on whether judging others should be based on their actions or the reasons for their actions.**

I: Introduction

A: Hook: _____

B: Use Carl Sagan's speech "On Nuclear Disarmament" or the poem, *Song of P'eng-ya*, to *briefly* introduce the topic and help the audience understand your point.

C: Thesis (Controlling Idea): _____

II: Body Paragraph 1 – First reason that supports your thesis (controlling idea): _____

A: Evidence #1 to back up your reason: _____

B: Explain the connection between your evidence, your reason, and your position: _____

C: Evidence #2 to back up your reason: _____

D: Explain the connection between your evidence, your reason, and your position: _____

III: Body Paragraph 2 – Second reason that supports your thesis (controlling idea): _____

A: Evidence #1 to back up your reason: _____

B: Explain the connection between your evidence, your reason, and your position: _____

C: Evidence #2 to back up your reason: _____



D: Explain the connection between your evidence, your reason, and your position: _____

IV: Body Paragraph 3 – Counterargument

A: One possible objection that people could make about your position: _____

B: Explain why that objection is incorrect (use evidence and logical appeals): _____

V: Conclusion

A: Restate (not repeat) your opinion: _____

B: Summarize the reasons for your opinion: _____

C: Call to action (what can or should the audience do): _____



DRAFT

Using your outline, write your entire essay in the space below or on a separate sheet of paper. This is your rough draft. The rubric is available on p. 13.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

REVISE

Revise your essay (use a GREEN pen to accomplish this task):

STEP 1

- * Circle misspelled/misused words.
- * Place a ? by any confusing statements.
- * Place an (*) next to your weakest point(s).

STEP 2

- * Identify/ underline your thesis statement and topic sentence(s).
- * If either is missing, write it, and then place an (*) showing where it will go.

STEP 3

- * Place (*) where you need to add more detail.
- * Write an extra detail sentence and place an showing where it will go.

STEP 4

- * Count the # of words in each sentence.
- * Count the # of sentences.
- * Look at the first four words of every sentence—are they beginning the same way?
- * Choose a long sentence in your conclusion to shorten for impact.

STEP 5

- * Find two sentences to combine:
_____, but/or/yet/for/and/nor/so _____.
_____; in fact/furthermore/therefore/however, _____.
Because/After/When _____.

STEP 6

- * Add 2 -ly words into your essay
Look at conclusion—big impact here
CLEARLY, ABSOLUTELY, UNDOUBTEDLY, OBVIOUSLY

Edit your essay (use a RED pen to accomplish this task):

STEP 1

- * Double check spelling and commonly misused words -
 - their, there, they're
 - a lot
 - it's, its
 - too, to, two
 - could of could have
- * Rewrite any shortened words (btw, bc, &).
- * Look up words if you need to.

STEP 2

- * Check capitalization -
Beginning of sentences, names, I

STEP 3

- * Check commas and use of quotation marks

STEP 4

- * Choose three words and replace them by looking them up in the thesaurus. Replace words like: stuff, thing, good, sad, bad, important



Revision Exercise

- After rereading your essay, respond with **specific evidence** from your own writing to the following questions.

1. Describe how your thesis statement directly responds to the prompt.

2. How could your thesis be reworded to better address the prompt?

3. Explain how each of your reasons supports your thesis.



4. What are two ways you could revise your reasons to strengthen the connection to your thesis?

5. Describe the evidence you use to support your counterargument.

6. How could you reword your counter argument to better address possible objections?



SCORE DRAFT

Using the Rubric below score your draft.

Student Name: _____

Persuasive ESSAY

Student Feedback

Based on the feedback below, make revisions to your essay.

| CONTENT | | | MECHANICS | |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------|-------------------------------------------------|-----------------------------|
| The essay is about _____ | | | Writer included a variety of sentences. | |
| <input type="checkbox"/> Accomplished | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Basic <input type="checkbox"/> Limited | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The essay contains a skillfully written hook. | | | Spelling errors are few. | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| The thesis statement or claim is clear and relevant. | | | Capitalization errors are few. | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| All ideas are strongly connected to the thesis or claim. | | | Punctuation errors are few. | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Details and examples are specific and well chosen and there are meaningful transitions and strong sentence to sentence connections. | | | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | | |
| The counter argument is present, addresses the opposing argument and has effective refutations. | | | Grammar errors are few. | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unclear | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Call to action sufficiently urges reader to take immediate action in support of the writer's position. | | | The number of errors make it difficult to read. | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Needs improvement | SCORE: 0 1 2 3 4 | |
| Comments: _____ | | | | |

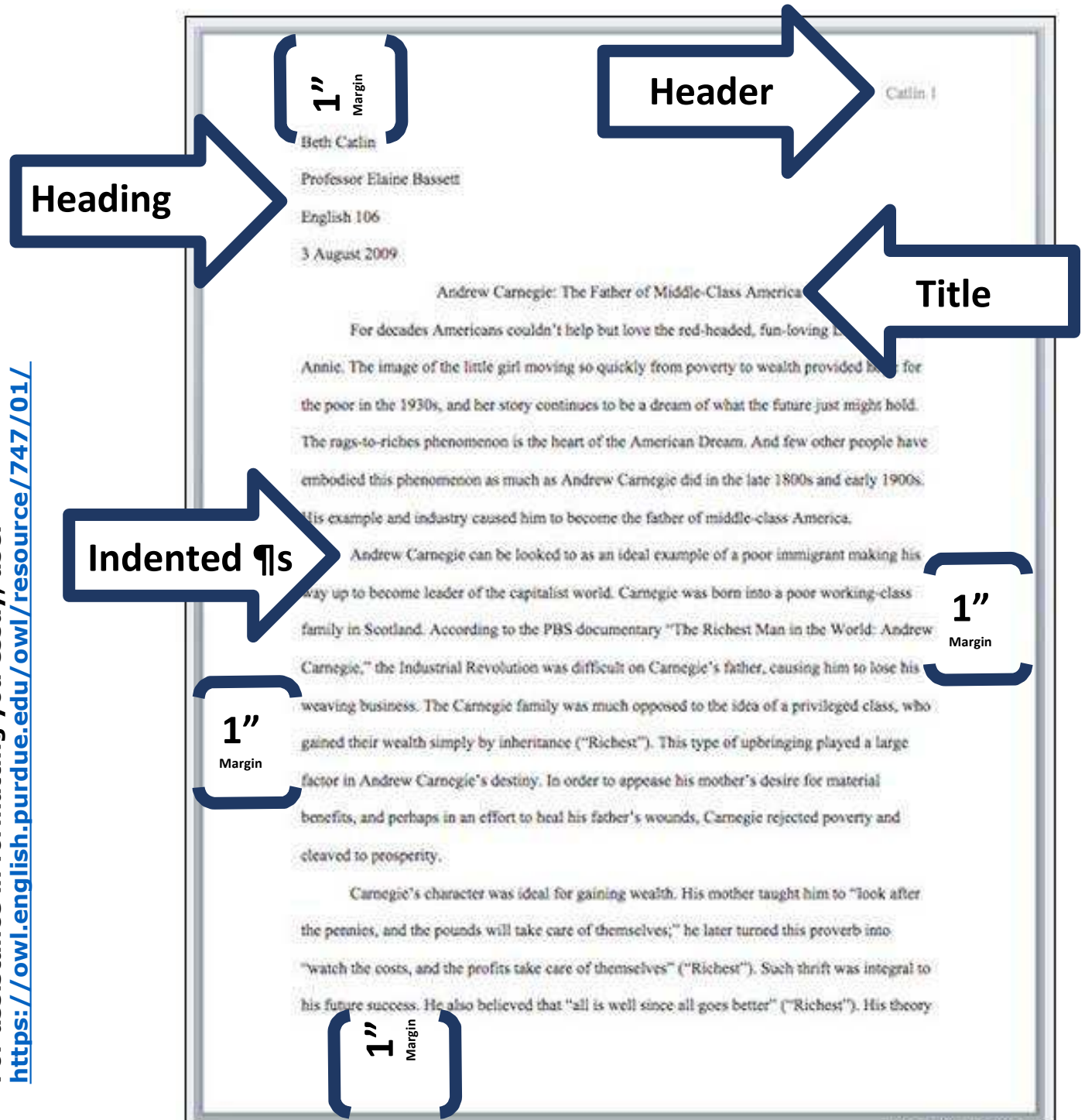


FINAL DRAFT

Type your final draft. Keep the following in mind as you complete this assignment:

- The essay must be in Times New Roman 12-point font and double-spaced.
- The title is centered under your heading.
- The heading is left-justified and contains your name, teacher's name, class, and date
- All paragraphs are indented.
- The page number and your last name go in the top right-hand corner as a header

For assistance in formatting your essay, use:
<https://owl.english.purdue.edu/owl/resource/747/01/>



Weekly Checkpoint Guide

Students will complete assignments for weekly checkpoints in English II.

| Checkpoint Dates | Assignment demonstrating proficiency | Student Task | Mentor Signature | Date Submitted |
|------------------|-----------------------------------------------------------------------------------------|----------------------------------------|------------------|----------------|
| Week 1 | Audience, Purpose, Context, Rhetorical Appeals – “On Nuclear Disarmament” Speech | Close Read Annotation | | |
| Week 1 | Open-Ended – “On Nuclear Disarmament” Speech | FOCUS: Appeals Draft Final Draft | | |
| Week 2 | Development of Tone, Imagery, Purpose – “Song of P’eng-ya” | Close Read Annotation | | |
| Week 2 | Open-Ended Response – “Song of P’eng-ya” | FOCUS: Imagery Draft Final Draft | | |
| Week 4 | Persuasive Essay: Outline & Draft | Outline Draft | | |
| Week 5 | Persuasive Essay: Revising & Editing/Final Draft | Revise Edit Final Draft | | |



Score Point 0 — Insufficient Response to the Question

Insufficient responses indicate a very limited reading performance.

These responses have one of the following problems.

- The idea is not an answer to the question asked. The idea is incorrect because it is not based on the text.
- The idea is too general, vague, or unclear to determine whether it is reasonable.
- No idea is present. Sometimes the response contains only text evidence. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.

Score Point 1 — Partially Sufficient Response to the Question

Partially sufficient responses indicate a basic reading performance.

These responses have one of the following characteristics.

- The idea is reasonable, but the response contains no text evidence. The idea is reasonable, but the text evidence is flawed and does not adequately support the idea. Text evidence is considered inadequate when it is
 - only a general reference to the text,
 - too partial to support the idea,
 - weakly linked to the idea, or
 - used inappropriately because it wrongly manipulates the meaning of the text.
- The idea needs more explanation or specificity even though it is supported with text evidence.
- The idea represents only a literal reading of the text, with or without text evidence.

Score Point 2 — Sufficient Response to the Question

Sufficient responses indicate a satisfactory reading performance.

These responses have the following characteristics.

- The idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the text and draw valid conclusions. The text evidence used to support the idea is accurate and relevant.
- The idea and text evidence used to support it are clearly linked.
- The combination of the idea and the text evidence demonstrates a good understanding of the text.

Score Point 3 — Exemplary Response to the Question

Exemplary responses indicate an accomplished reading performance.

These responses have the following characteristics.

- The idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across the text. The text evidence used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- The combination of the idea and the text evidence demonstrates a deep understanding of the text.



Score Point 0 — Insufficient Response to the Question

Insufficient responses indicate a very limited reading performance.

These responses have one of the following problems.

- For one or both selections, the idea is not an answer to the question asked.
- The idea is incorrect because it is not based on one or both selections.
- For one or both selections, the idea is too general, vague, or unclear to determine whether it is reasonable.
- No idea is present from either selection. Sometimes the response contains only text evidence from one or both selections. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.

Score Point 1 — Partially Sufficient Response to the Question

Partially sufficient responses indicate a basic reading performance.

These responses have one of the following characteristics.

- The idea is reasonable for both selections, but the response contains no text evidence (from one or both selections).
- The idea is reasonable for both selections, but the text evidence (from one or both selections) is flawed and does not adequately support the idea. Text evidence is considered inadequate when it is
 - only a general reference to the text,
 - too partial to support the idea,
 - weakly linked to the idea, or
 - used inappropriately because it wrongly manipulates the meaning of the text.
- For one or both selections, the idea needs more explanation or specificity even though it is supported with text evidence from both selections.
- For one or both selections, the idea represents only a literal reading of the text, with or without text evidence (from one or both selections).
- The response contains relevant textual evidence from both selections, but the student offers an idea that is reasonable for only one selection.
- The response contains an idea and relevant text evidence for both selections, but the idea for one selection contains an inaccuracy.

Score Point 2 — Sufficient Response to the Question

Sufficient responses indicate a satisfactory reading performance.

These responses have the following characteristics.

- For both selections, the idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the selections and draw valid conclusions.
- For both selections, the text evidence that is used to support the idea is accurate and relevant.
- For both selections, the idea and text evidence used to support it are clearly linked.
- For both selections, the combination of the idea and text evidence demonstrates a good understanding of the text.

Score Point 3 — Exemplary Response to the Question

Exemplary responses indicate an accomplished reading performance.

These responses have the following characteristics.

- For both selections, the idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across both selections.
- For both selections, the text evidence that is used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- For both selections, the combination of the idea and the text evidence demonstrates a deep understanding of the text.



Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the persuasive task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction. Most ideas are generally related to the issue specified in the prompt, but the writer's position is missing, unclear, or illogical. The writer may fail to maintain focus on the issue, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- The development of ideas is weak. The argument is ineffective and unconvincing because the reasons and evidence the writer uses to support the position are inappropriate, vague, or insufficient. The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the persuasive writing task.

Use of Language/Conventions

- The writer's word choice may be vague or limited. It reflects little or no awareness of the persuasive purpose and does not establish a tone appropriate to the task. Word choice may impede the quality and clarity of the essay. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.



Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the persuasive task. Most ideas are generally related to the issue specified in the prompt, but the writer's position is weak or somewhat unclear. The lack of a clear, effective position or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- The development of ideas is minimal. The argument is superficial and largely unconvincing because the reasons and evidence the writer uses to support the position are not always appropriate or are too briefly or partially presented. The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the persuasive writing task.

Use of Language/Conventions

- The writer's word choice may be general or imprecise. It reflects a basic awareness of the persuasive purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay. Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.



Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the persuasive task. The writer establishes a clear position. Most ideas are related to the position and are focused on the issue specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- The development of ideas is sufficient. The argument is largely convincing because the reasons and evidence the writer uses to support the position are specific and appropriate. The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the persuasive writing task.

Use of Language/Conventions

- The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the persuasive purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay. Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.
- The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.



Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the persuasive task. The writer establishes a clear position. All ideas are strongly related to the position and are focused on the issue specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.

Development of Ideas

- The development of ideas is highly effective. The argument is forceful and convincing because the reasons and evidence the writer uses to support the position are specific and well chosen. The essay is thoughtful and engaging. The writer may choose to recognize the complexities of the issue, consider opposing or alternate points of view, use his/her unique experiences or view of the world as a basis for writing, or connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the persuasive writing task.

Use of Language/Conventions

- The writer's word choice is purposeful and precise. It reflects a keen awareness of the persuasive purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay. Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.



EOC Assignment Rubric

| Assignment Requirement | Scoring* | | | |
|-----------------------------------------------------------------------------------------|----------|---|---|---|
| Annotation Audience, Purpose, Context, Rhetorical Appeals – “On Nuclear Disarmament” | 4 | 3 | 2 | 1 |
| Open-Ended * Rhetorical Appeals – “On Nuclear Disarmament” Speech | | 3 | 2 | 1 |
| Annotation Development of Tone, Imagery, Purpose – “Song of P’eng-ya” | 4 | 3 | 2 | 1 |
| Open-Ended Response * Imagery– “Song of P’eng-ya” | | 3 | 2 | 1 |
| Persuasive Essay: Outline | 4 | 3 | 2 | 1 |
| Persuasive Essay: Draft | 4 | 3 | 2 | 1 |
| Persuasive Essay: Revising | 4 | 3 | 2 | 1 |
| Persuasive Essay: Editing | 4 | 3 | 2 | 1 |
| Persuasive Essay: Final Draft | 4 | 3 | 2 | 1 |

*Use state scoring rubrics included

Total points possible: 34

OVERALL SCORE_____ (>20 is the passing standard)

| 4 | 3 | 2 | 1 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shows complete understanding of the required language arts knowledge The response completely addresses all language arts components presented in the task. | Shows nearly complete understanding of required language arts knowledge. The response addresses almost all language arts components presented in the task; there may be minor errors. | Shows some understanding of required language arts knowledge. The response addresses some but not all language arts components presented in the task. | Shows limited or no understanding of the required language arts knowledge; perhaps only copying the text or task. The response addresses none of the language arts components required to complete the task. |

