

# Ninth Grade Fall ELA Writing Performance Task Teacher Instructions

**GRADE:** Ninth

**TOPIC:** First Inaugural Address- “The Only Thing We Have to Fear is Fear Itself” by Franklin Delano Roosevelt

**NAME OF ASSESSMENT:** Fall SAT Essay  
Growth Model (Same prompt will be used for Spring Writing Performance Task)

**STANDARDS ASSESSED:**

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1)
- By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. (RI.9-10.10)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.10-11.9)

**Depth of Knowledge Level of task:** Level 3-4

**Duration of administration:** 3-4 class periods

**Materials needed:**

- Text-FDR’s First Inaugural Address
- Reading Comprehension Graphic Organizer/Introduction Quickwrite
- Rhetorical Analysis organizers
- Student booklet for responses

**Optional Videos/resources-use as needed**

- <http://www.americanrhetoric.com/speeches/fdrfirstinaugural.html>
- <http://gilderlehrman.org/history-by-era/great-depression/resources/franklin-d-roosevelt%E2%80%99s-first-inauguration-1933>

**Overview of Assessment-**

**\*\*Note: please alter and make note of alterations based on your own conversational style and the ways in which you’ve talked about nonfiction reading and analysis writing in your own classroom. The tasks below could be administered in many different ways (scaffolding and differentiating as needed).\*\***



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## Task 1-Introduction

- Introduction-Review the task with your students.
- Optional videos and resources can be used.
- Look over the text-“The Only Thing We Have to Fear is Fear Itself” by FDR
- Look over the prompt.....

### PROMPT...

*Write an essay in which you explain how FDR builds an argument to persuade his audience that a war needs to be declared on the Great Depression by significantly expanding the power of the federal government. In your essay, analyze how Roosevelt uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.*

*Your essay should not explain whether you agree with Roosevelt’s claims, but rather explain how he builds an argument to persuade his audience.*

**Task 2-** Students will closely read FDR’s speech and complete the Reading Comprehension Graphic Organizer, answering the 2 questions *what does the author say* and *how does he say it*?

**Task 3-** Students will complete the Quickwrite-what is the author’s purpose? This becomes the introduction.

**Tasks 4 -** Students will re-read the text, and complete the Rhetorical Analysis graphic organizers, looking for evidence, reasoning, and persuasive elements.

**Task 5-** Using the essay outline and graphic organizers, students will write an essay in which they explain how FDR builds an argument to persuade his audience that the nation will endure by declaring a war on the Great Depression. **Note-Students do not need one body paragraph for Ethos, Pathos, and Logos-this is only an example of how the body paragraphs could look.**

**Task 6-** Students will edit their essay using SAT Essay Rubric.

**\*\*\*This prompt should be used to guide instruction. The same prompt will be used in the spring.**



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As you read the passage below, consider how FDR uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

### **Adapted version of “The Only Thing We Have to Fear is Fear Itself”**

**FDR’s First Inaugural Address delivered March 4, 1933**

1 I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure, as it has endured, will revive and will prosper.

2 So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself -- nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life, a leadership of frankness and of vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

3 In such a spirit we face common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; and the savings of many years in thousands of families are gone. More important, unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.



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4 Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered, we have still much to be thankful for. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply.

5 Primarily, this is because the rulers of the exchange of mankind's goods have failed, through their own stubbornness and their own incompetence, have admitted their failure, and abdicated. True, they have tried. Faced by failure of credit, they have proposed only the lending of more money. They have no vision, and when there is no vision the people perish.

6 Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing great -- greatly needed projects to stimulate and reorganize the use of our great natural resources.

7 It can be helped by preventing the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by the unifying of relief activities which today are often scattered, uneconomical, unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities that have a definitely public character. There are many ways in which it can be helped, but it can never be helped by merely talking about it.

8 We must act. We must act quickly.

8 In our progress towards a resumption of work, we require two safeguards against a return of the evils of the old order. There must be a strict supervision of all banking and credits and investments. There must be an end to speculation with other people's money. And there must be provision for an adequate but sound currency.

9 We now realize as we have never realized before our interdependence on each other; that we can not merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline. I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.

10 Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. It is to be hoped that the normal balance of executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.



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I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require. In the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

For the trust reposed in me, I will return the courage and the devotion that befit the time. I can do no less.

Write an essay in which you explain how FDR builds an argument to persuade his audience that a war needs to be declared on the Great Depression by significantly expanding the power of the federal government. In your essay, analyze how Roosevelt uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Roosevelt's claims, but rather explain how he builds an argument to persuade his audience.



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## Reading Comprehension Graphic Organizer

**Step 1:** Re-read each paragraph from the passage and write a summary for each paragraph using the chart below.

<b>Paragraph #1</b>	What does the author say and how does he say it?	
<b>Paragraph #2</b>	What does the author say and how does he say it?	
<b>Paragraph #3</b>	What does the author say and how does he say it?	
<b>Paragraph #4</b>	What does the author say and how does he say it?	
<b>Paragraph #5</b>	What does the author say and how does he say it?	
<b>Paragraph #6</b>	What does the author say and how does he say it?	
<b>Paragraph #7</b>	What does the author say and how does he say it?	
<b>Paragraph #8</b>	What does the author say and how does he say it?	
<b>Paragraph #9</b>	What does the author say and how does he say it?	
<b>Paragraph #10</b>	What does the author say and how does he say it?	
<b>Paragraph #11</b>	What does the author say and how does he say it?	
What is the mode of writing (problem solution, cause effect, etc.) ?		
How is this writing organized? Is this effective?		



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**Step 2:** Review the summaries that you recorded on the chart (Step 1).

**Introduction Quickwrite:** Overall, what is the writer’s purpose? What is the central idea presented in the passage? How does the author craft his argument? Identify two or three techniques that the author uses to support his or her claim.

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## Rhetorical Analysis ETHOS-Ethics, Author's Credibility (Fill in all that apply)

<b>Writer's Claim or Position:</b> What does the writer want his or her audience to support?		
<b>Support and Evidence</b>		
<b>Personal Examples:</b> List personal stories or anecdotes that writer shares. What is the tone of the piece?	<b>Credentials/Qualifications:</b> List any special degrees, qualifications, awards, expertise, or training that the writer claims to have.	<b>Roles/Responsibilities:</b> List any special jobs, life experiences, or social roles that are part of the writer's identity (e.g. parent, immigrant, etc.)
<b>Rhetorical Devices:</b> Does the author use any rhetorical devices (repetition, parallelism, alliteration, metaphors, analogies, questions, etc.)?		
<b>Counter-arguments:</b> List opposing views that the writer presents. Is the author respectful of the opposition?		
<b>Quickwrite:</b> How would you describe the writer's image or ethos? What adjectives would you use to describe the writer's persona? What kind of a person does the writer seem to be? Do you trust this person? Do you like or admire this person?		

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## Rhetorical Analysis PATHOS-Appeal to Emotion (Fill in all that apply)



### Writer's Claim or Position:

What does the writer want his or her audience to support?

### Support and Evidence

#### Personal Examples/Anecdotes:

List human interest stories or personal experience the writer shares. What is the tone of the piece?

#### Loaded Language:

List any diction/words that have strong emotional connotations (fear, anger, empathy)

#### Humor, Irony, Sarcasm, Satire:

List any jokes or funny/sarcastic remarks the writer makes.

**Rhetorical Devices:** Does the author use any rhetorical devices (repetition, parallelism, alliteration, metaphors, analogies, questions, etc.)?

**Counter-arguments:** List opposing views that the writer presents. Is the author respectful of the opposition?

**Quickwrite:** Describe the overall emotional impact of this text. How did the writer make you feel? Happy? Sad Afraid? Hurt? Enthusiastic? Suspicious? Excited? Irritated? Brave? Angry? Concerned? How strong were your feelings while reading this text?

## Rhetorical Analysis

### LOGOS-Appeal to Logic or Reason

(Fill in all that apply)



#### Writer's Claim or Position:

What does the writer want his or her audience to support?

#### Support and Evidence

#### Authority/Experts:

List expert testimony that the writer may include. What is the tone of the piece?

#### Facts/Statistics:

List numerical data or scientific evidence the writer may include.

#### Qualifiers/Transitions:

List words and phrases like *some, often, perhaps, as a result, or on the other hand* that qualify claims or signal logical relationships.

**Rhetorical Devices:** Does the author use any rhetorical devices (repetition, parallelism, alliteration, metaphors, analogies, questions, etc.)?

**Counter-arguments:** List opposing views that the writer presents. Is the author respectful of the opposition?

**Quickwrite:** How reasonable does this writer seem to you? Is the writer careful to make claims that can be supported by evidence? Does the writer seem fair and unbiased? Does the writer consider different viewpoints? Does the writer make concessions?

## Rhetorical Analysis Checklist



Do you find any of the following devices in the text? Where? Go back to the text and annotate these examples.

### ✓ **Figurative Language**

- Allusion-short, informal reference to a famous person, event, or writing
- Hyperbole-exaggeration for emphasis
- Imagery-words or phrases that use a collection of images to appeal to one or more of the five senses in order to create a mental picture
- Irony-an expression of something that is contrary to the intended meaning; the words say one thing but mean another
- Metaphor-a comparison of unlike things without using like or as
- Personification-giving human characteristics to nonhuman things
- Simile-a comparison of unlike things using like or as

### ✓ **Sound Devices**

- Alliteration-repetition of initial consonant sounds at the beginning of words
- Anaphora-repetition of a phrase or a word at the beginning of successive clauses
- Repetition-simple repeating of a word to secure emphasis

- ✓ **Antithesis**-establishes a clear, contrasting relationship between two ideas by joining them together or juxtaposing them, often in parallel structure
- ✓ **Parallelism**-giving two or more parts of one or more sentences a similar sentence structure to create a definite pattern.
- ✓ **Rhetorical Questions**-raising questions that are not answered by author, because the answer is obvious or obviously desired.
- ✓ **The Rule of Three**-pattern used where part of the piece is told three times, with minor variations



## Essay Outline

### ○ Introduction-

- Revise your Quickwrite from the Reading Comprehension Graphic Organizer. This is your introduction. At the end of your introduction, add a thesis statement. Oftentimes, it is easiest to rephrase a portion of the prompt as your thesis. For example: *FDR builds an argument to persuade the audience that declaring war on the Great Depression and expanding the power of the federal government is justified by.....*

### ○ Body Paragraphs...

- Look over the Rhetorical Analysis graphic organizers. Think about the evidence you have collected.
- Rank the evidence and select 2 or 3 ideas that you have generated the most evidence for. Use these ideas to write **2 to 3 body paragraphs**.

### ○ In each body paragraph...

- Identify the technique the author uses (persuasive elements, word choice, tone, etc.)
- Offer textual evidence (facts, quotations, paraphrasing)
- Explain how the author effectively uses evidence and reasoning to support his or her claim
- Make sure to focus on the most important ideas and strongest evidence
- Try to make connections between the ideas and among paragraphs
- Each paragraph should have
  - ✓ topic sentence
  - ✓ closing sentence
  - ✓ formal style
  - ✓ clear focus
  - ✓ effective transitions

### ○ Conclusion- Provide a concluding paragraph in which you ...

- Summarize the author's claim. Try restating the thesis by using different words.
- Evaluate the effectiveness of the author's argument by summarizing the techniques you analyzed in your essay.
- Finish with a strong closing sentence that reflects on the significance of the article and the author's ability to persuade his or her audience. Make sure to add a thought-provoking statement as the final sentence of your essay.

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**Name** \_\_\_\_\_

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## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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SCORE	READING	ANALYSIS	WRITING
<b>4</b> <b>Advanced</b>	<ul style="list-style-type: none"> <li>• Thorough comprehension of text</li> <li>• Understands central idea and important details and how they relate</li> <li>• No interpretation or factual errors</li> <li>• Skillful use of text evidence (quotes, paraphrase or both) to demonstrate understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>• Insightful analysis (brings in outside information)</li> <li>• Thorough, well considered, evaluation of author's evidence, reasoning, and style</li> <li>• Contains relevant, strategically chosen support for claims made</li> <li>• Focuses consistently on most relevant features that address the task at hand</li> </ul>	<ul style="list-style-type: none"> <li>• Clear writing, with effective command of language</li> <li>• Precise central idea</li> <li>• Well-crafted introduction and conclusion</li> <li>• Highly effective progression of writing (Don't jump around between topics)</li> <li>• Consistent Formal style and word choice</li> <li>• Strong control of English-no grammatical errors</li> </ul>
<b>3</b> <b>Proficient</b>	<ul style="list-style-type: none"> <li>• Effective comprehension of the text</li> <li>• Understands central idea and important details</li> <li>• No interpretation or factual errors</li> <li>• Appropriate use of text evidence (quotes, paraphrase or both) to demonstrate understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>• Effective analysis of source text and demonstrates understanding of analytical task</li> <li>• Complete evaluation of author's evidence, reasoning, and style</li> <li>• Contains relevant and sufficient support for claims made</li> <li>• Focuses primarily on most relevant features that address the task at hand</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly clear writing, with effective command of language</li> <li>• Includes central claim</li> <li>• Effective intro and conclusion</li> <li>• Clear progression of writing</li> <li>• Some precise word choice</li> <li>• Maintains formal tone</li> <li>• Good control of language</li> <li>• Free of major errors in grammar</li> </ul>
<b>2</b> <b>Partial</b>	<ul style="list-style-type: none"> <li>• Some comprehension of the text</li> <li>• Understand central idea but not important details</li> <li>• May contain errors of interpretation or facts from text</li> <li>• Limited and/or inappropriate use of text evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Limited analysis of text and little or no understanding of analytical task</li> <li>• Attempts to describe author's evidence, reasoning, and style, but doesn't explain their importance</li> <li>• Aspects of analysis aren't supported by text</li> <li>• Little or no support for claims made</li> <li>• Lacks a clear focus on features of text that are relevant to task</li> </ul>	<ul style="list-style-type: none"> <li>• Limited skill in the use of language</li> <li>• Lack of central claim or shifts away from that claim during writing</li> <li>• Ineffective intro and conclusion</li> <li>• Some progression of ideas</li> <li>• Limited variety of sentence structures</li> <li>• Little formal style and word choice (Don't say same thing)</li> <li>• Limited control of grammar</li> <li>• Contains errors that take away from understanding</li> </ul>
<b>1</b> <b>Inadequate</b>	<ul style="list-style-type: none"> <li>• Little or no comprehension of text</li> <li>• Doesn't understand central idea</li> <li>• Doesn't relate details to central idea</li> <li>• Numerous errors of interpretation or facts from the text</li> <li>• Little or no use of text evidence (No facts, quotes or paraphrases used from the text as reasons to support writers claims)</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no correct analysis of text and little understanding of analytical task.</li> <li>• Response does not explain author's evidence, reasoning, and style, doesn't explain their importance, and aspects of analysis aren't supported by text</li> <li>• No support for claims</li> <li>• Irrelevant facts used in explanations.</li> <li>• No clear focus on features of text that are relevant to task</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate use and control of language</li> <li>• Lacks a clear central claim</li> <li>• Lacks a clear intro and conclusion</li> <li>• No progression of ideas (jumps around from topic to topic)</li> <li>• Sentence structures are repetitive</li> <li>• Word choice is vague and poor or inaccurate.</li> <li>• No formal style or objective tone</li> <li>• Numerous grammatical errors that ruin the meaning of writing</li> </ul>