

Regents Examination in English Language Arts (Common Core) — Part 3

TEACHER'S PACKET

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engage^{ny}

Our Students. Their Moment.

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Text-Analysis Response

Your Task: Closely read the text provided on pages ... through ... and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and the scrap page to plan your response. Write your response in the spaces provided on pages __ and __ of your essay booklet.

Guidelines:

Be sure to:

- Identify a central idea in the text
- Analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.
- Use strong and thorough evidence from the text to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

John F. Kennedy

Inaugural Address

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:

5 We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago.

10 The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

15 We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling
20 to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

25 Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge—and more.

30 To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free,

35 we pledge our word that one form of colonial control shall not have
passed away merely to be replaced by a far more iron tyranny. We
shall not always expect to find them supporting our view. But we
shall always hope to find them strongly supporting their own
freedom—and to remember that, in the past, those who foolishly
sought power by riding the back of a tiger ended up inside.

40 To those people in the huts and villages of half the globe
struggling to break the bonds of mass misery, we pledge our best
efforts to help them help themselves, for whatever period is
required—not because the communists may be doing it, not because
we seek their votes, but because it is right. If a free society cannot
45 help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special
pledge—to convert our good words into good deeds—in a new
alliance for progress—to assist free men and free governments in
casting of the chains of poverty. But this peaceful revolution of hope
50 cannot become the prey of hostile powers. Let all our neighbors
know that we shall join with them to oppose aggression or
subversion anywhere in the Americas. And let every other power
know that this Hemisphere intends to remain the master of its own
house.

55 To that world assembly of sovereign states, the United Nations,
our last best hope in an age where the instruments of war have far
outpaced the instruments of peace, we renew our pledge of
support—to prevent it from becoming merely a forum for
invective¹—to strengthen its shield of the new and the weak—and
60 to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our
adversary, we offer not a pledge but a request: that both sides begin
anew the quest for peace, before the dark powers of destruction
unleashed by science engulf all humanity in planned or accidental
65 self-destruction.

We dare not tempt them with weakness. For only when our
arms are sufficient beyond doubt can we be certain beyond doubt
that they will never be employed.

70 But neither can two great and powerful groups of nations take
comfort from our present course—both sides overburdened by the
cost of modern weapons, both rightly alarmed by the steady spread

¹invective — of, relating to, or characterized by insult or abuse

of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

75 So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

80 Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

85 Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to “undo the heavy burdens ... (and) let the oppressed go free.”

90 And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

95 All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

100 In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

105 Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.

110 Can we forge against these enemies a grand and global alliance,
North and South, East and West, that can assure a more fruitful life
for all mankind? Will you join in that historic effort?

115 In the long history of the world, only a few generations have
been granted the role of defending freedom in its hour of maximum
danger. I do not shrink from this responsibility—I welcome it. I do
not believe that any of us would exchange places with any other
people or any other generation. The energy, the faith, the devotion
which we bring to this endeavor will light our country and all who
serve it—and the glow from that fire can truly light the world.

120 And so, my fellow Americans: ask not what your country can
do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do
for you, but what together we can do for the freedom of man.

125 Finally, whether you are citizens of America or citizens of the
world, ask of us here the same high standards of strength and
sacrifice which we ask of you. With a good conscience our only
sure reward, with history the final judge of our deeds, let us go forth
to lead the land we love, asking His blessing and His help, but
knowing that here on earth God’s work must truly be our own.

January 20, 1961



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**New York State Regents Examination in English Language Arts (Common Core)
Part 3 Rubric**

Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis -demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea	-introduce a clear central idea and a writing strategy that establish the criteria for analysis -demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea	-introduce a central idea and/or a writing strategy -demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea	-introduce a confused or incomplete central idea or writing strategy and/or -demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis	-present ideas sufficiently, making adequate use of relevant evidence to support analysis	-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant	-present little or no evidence from the text
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit logical organization of ideas and information to create a cohesive and coherent response -establish and maintain a formal style, using precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent response -establish and maintain a formal style, using appropriate language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent response -lack a formal style, using language that is basic, inappropriate, or imprecise	-exhibit little organization of ideas and information -use language that is predominantly incoherent, inappropriate, or copied directly from the task or text -are minimal, making assessment unreliable
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of the conventions with infrequent errors	-demonstrate partial control of conventions with occasional errors that do not hinder comprehension	-demonstrate emerging control of conventions with some errors that hinder comprehension	-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult -are minimal, making assessment of conventions unreliable

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

1 The central idea of John F. Kennedy's inaugural
2 address is the inspiration of Americans. Kennedy wants
3 his audience to become dedicated to worthy,
4 world-wide goals and to become unified in support
5 of them. Kennedy advocates several goals, such as
6 supporting freedom, helping "the many who
7 are poor" (75), and making peace around the
8 world. Kennedy believed that such advancements
9 occur when, instead of thinking of one's own per-
10 sonal benefit, Americans think of how they
11 can benefit humans as a whole.

12 First of all, Kennedy advocates protecting those
13 people who have recently become free, and
14 shows his opposition to tyranny and corruption
15 of power. His opposition is shown in his use of the
16 contrasting metaphorical statement, "Those who
17 foolishly sought power by riding the back of a
18 tiger end up inside" (38-39). This is his warning that
19 those leaders who attempt to gain power by imposing fear
20 will end up failing in the end. Another of Kennedy's
21 goals involves America working together with other
22 nations to achieve peace. Once again, he relies on
23 a contrasting metaphor to make his
24 point to his audience. He explains that "a headlock
25 of cooperation may push back a jungle of suspicion" (90-91)
26 to create "a new world of law" (92). Kennedy believes
27 Americans need to work with others to overcome distrust
28 in order to bring peace to the world.

29 In conclusion, John F. Kennedy intended
30 to inspire the American people in his
31 Inaugural Address by advocating
32 that world-wide advancements can
33 only be accomplished when a person
34 thinks of society as a whole instead
35 of his or her own personal benefit.

The response introduces a well-reasoned central idea (The central idea of John F. Kennedy’s Inaugural Address is the inspiration of Americans) and a writing strategy that clearly establishes the criteria for analysis (contrasting metaphorical statement). The response demonstrates a thoughtful analysis of the author’s use of the writing strategy to develop the central idea (Another of Kennedy’s goals involves America working together with other nations to achieve peace. Once again, he relies on a contrasting metaphor). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (“those who foolishly sought power by riding the back of a tiger end up inside” and “a beachhead of cooperation may push back a jungle of suspicion”). The response exhibits a logical organization of ideas and information to create a cohesive and coherent response. The response presents an introductory paragraph that expands the central idea to include Kennedy’s goals (supporting freedom helping “the many who are poor”, and making peace around the world), then moves to a discussion of how each literary element cited relates to those goals (this is his warning that those leaders ... will end of failing). The response ends with a summary conclusion that refocuses on the central idea (world-wide advancements can only be accomplished when a person thinks of society as a whole instead of his or her own personal benefit). The response establishes and maintains a formal writing style, using precise language and sound structure (Kennedy wants his audience to become dedicated to worthy, world-wide goals and to become unified in support of them). The response demonstrates control of conventions.

1 America, over the course of its history, has succeeded
2 in meeting many challenges. Many of those challenges
3 have involved war, poverty and freedom. During the
4 Cold War era, John F. Kennedy knew Americans and the
5 entire world were facing several great challenges. In his
6 Inaugural Address on January 20, 1961, John F. Kennedy's
7 central idea focused on the challenges that lay ahead
8 for our country and how they should be conquered.

9 Throughout the address, ~~and~~ Kennedy discussed many
10 of the challenges the world was facing including nuclear war,
11 poverty and suppressed freedoms. He did this not only to
12 gain the audience's attention, but also to encourage Americans
13 to remember our own proud heritage and what we fought
14 so hard to accomplish here. In so doing, Kennedy was
15 eliciting the support of Americans in backing his policies,
16 to support other nations in their struggles to overcome
17 these challenges. Through the use of metaphor ("the
18 torch has been passed to a new generation"), Kennedy
19 was able to inspire the masses, using the symbol of
20 light as a means of breaking through the darkness
21 of these challenges.

22 Kennedy asks Americans to help him conquer these
23 challenges when he concludes his speech by inspiring
24 them with the question, "And so, my fellow Americans:
25 ask not what your country can do for you - ask what
26 you can do for your country." This is meant to spur
27 his audience into action and solidify the idea that
28 as a country, we can conquer all challenges IF we
29 work together.

Anchor Paper – Part 3 – Level 4 – B – Annotation

The response introduces a well-reasoned central idea (the challenges that lay ahead for our country and how they should be conquered) and a writing strategy (Through the use of metaphor ... was able to inspire the masses). The response demonstrates a thoughtful analysis of the metaphor to develop the central idea (Through the use of metaphor ... was able to inspire the masses, using the symbol of light as a means of breaking through the darkness of these challenges). The response presents ideas sufficiently by identifying the challenges of nuclear war, poverty and suppressed freedoms, although the development of how these challenges would be conquered is more vague (encourage Americans to remember our own proud heritage and we can conquer all challenges IF we work together). The response exhibits a logical organization of ideas and information by introducing the central idea and then discussing how it is developed through metaphor and concludes with an answer to the challenges. The response establishes and maintains a formal style, using precise language throughout (suppressed freedoms, proud heritage, spur his audience). The response demonstrates control of the conventions with infrequent errors.

1 In John F. Kennedy's Inaugural Address
2 he states many things that he will do for his
3 country. Kennedy had planned to protect his
4 country and all of the people in it. Kennedy
5 wanted to be involved with the citizens of
6 the United States to help the country reach
7 new heights.

8 A central idea in John F. Kennedy's
9 inaugural address was to get the citizens
10 involved in helping the country and one
11 another. In lines 121 and 122 Kennedy states
12 "My fellow citizens of the world: Ask not
13 what America will do for you, but what
14 together we can do for the freedom of
15 man." Kennedy stated "Ask not what
16 America will do for you, but what together
17 we can do for the freedom of man."

18 John F. Kennedy was using first person
19 point-of-view throughout his speech so he
20 could interact and get through to his
21 citizens seeming as one of them. His
22 idea is that a country needs to work
23 together to be a great country. This
24 shown in his first three lines "we deserve
25 today not a victory of a party but a
26 celebration of freedom - symbolizing an
27 end as well as a beginning - signifying
28 renewal as well as change."

29 Kennedy's inaugural address shows how
30 much he care about his country and all
31 the citizens of the United States. He
32 says that everyone needs to work together
33 to protect the country and make it a
34 better place. Kennedy show he had a
35 great love for his country and
36 would do anything to protect it.

Anchor Paper – Part 3 – Level 3 – A – Annotation

The response introduces a clear central idea and a writing strategy that establishes the criteria for analysis (to get the citizens involved in helping the country and one another). It demonstrates an appropriate analysis of the author's use of a writing strategy (John F. Kennedy was using first person point-of-view... so he could interact). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (His idea is that a country needs to work together to be a great country). The response exhibits logical organization of ideas and information within three paragraphs (A central idea in John F. Kennedy's, This shown in his first three lines). The response establishes a formal style, using precise language (Kennedy wanted to be involved ... to help the country reach new heights). The response demonstrates partial control of conventions with occasional errors (This shown in, how much he care, Kennedy show) that do not hinder comprehension.

1 This speech was given January 20, 1961 by
2 John F. Kennedy it was his Inaugural Address.
3 The author J.F.K. used many techniques to inspire
4 the American population, like metaphor, to make
5 them believe that he would protect our country
6 and others.

7 JFK's central idea is that we need protection
8 and to help others out of poverty and debt. We
9 need to feed the starving, dying and desiccated.
10 He set America in a time where we don't
11 want to fight, we want peace but we need to
12 fight to protect our country and others. JFK
13 uses a metaphor which is "those who foolishly
14 sought power by riding the back of a tiger
15 ended up inside". JFK meant that the US was
16 a peaceful tiger that has power but won't
17 use it unless it is to help us or keep peace
18 in other countries.

19 JFK was a very wise man and a brilliant
20 president and maybe one of the most famous
21 quotes in American history from this man was
22 "And so, my fellow Americans: ask not what your
23 country can do for you, ask what you can do
24 for your country." This speech will never be
25 forgotten.

Anchor Paper – Part 3 – Level 3 – B – Annotation

The response introduces a clear central idea (JFKs central idea is that we need protection and to help others out of poverty and debt) and a writing strategy that establishes the criteria for analysis (The author J.F.K. used many techniques to inspire the American population, like metaphor). The response demonstrates an appropriate analysis of the author’s use of the writing strategy to develop the central idea (JFK meant that the US was a peaceful tiger that has power but won’t use it unless it is to help us or keep peace in other countries). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (He set America in a time where we don’t want to fight, we want peace but we need to fight to protect our country and others). The response exhibits acceptable organization of ideas by stating the central idea in the introduction (The author... would protect our country and others), providing support in the second paragraph, and ending with a conclusion to create a coherent response. The response establishes and maintains a formal style, using appropriate language and structure (JFKs central idea is). The response demonstrates partial control of conventions with occasional errors that do not hinder comprehension (JFKs, desiecesed, is “those...”).

1 We all wonder how we can get our country to change. Who
2 would we as a nation listen to to get the Motivation and encouragement
3 to see that pride in our country and make that change we want? John
4 F. Kennedy Inaugural Address has a central idea to show our
5 country as a whole that we can change and make our nation
6 better by starting with ourselves, making a change in our country
7 and the world. First, Kennedy offered a pledge to convert good words
8 into good deeds. For example we would help the poverty and assist fire
9 men. we would provide actions such as government assistance, rather
10 then just overlooking the situations. Then Kennedy made a request
11 to reunite both sides of the world with peace. With this we would not act
12 in destruction or violence such as war. We instead should form
13 powerful groups to show no weakness. Finally Kennedy pledged
14 loyalty to his friends. This showed that even though the sides
15 had differences, they can form together.

16 Kennedy used literary techniques and elements to persuade the
17 people. One example of this is when he used characterization to explain
18 our country and our people. He explained that we people are powerful
19 and our country follows that. He then explained how we can use that
20 power to help our country change for the better. John F. Kennedy
21 in John F. Kennedy Inauguration Address showed our nation that we
22 can change and gave us that encouragement. He showed us his purpose
23 by using literary elements and techniques.

Anchor Paper – Part 3 – Level 3 – C – Annotation

The response introduces a clear central idea (we can change and make our nation better by starting with ourselves) and a writing strategy (characterization) that establish the criteria for analysis (we people are powerful ... help our country change for the better). The response demonstrates an appropriate analysis of the author's use of the writing strategy to develop the central idea (he used characterization to explain our country and our people). The response presents ideas sufficiently, making adequate use of relevant evidence to support analyses (we would help the poverty and assist free men. we would Provide actions Such as government assistance). The response exhibits acceptable organization of ideas using transitions (First, For example, Finally), and establishes and maintains a formal style using appropriate language and structure. The response demonstrates emerging control of conventions (the Motivation, Adress, actions Such) with some errors that hinder comprehension (With this we would not act in distruction or violence Such as war).

1 The central idea of Inaugural Address by
2 John Kennedy is celebration not only of
3 end of something but a new beginning and
4 change. He says "let every nation no
5 weather it wishes us well or ill that
6 we shall pay any price; bear any burden,
7 meet any hardship, support any foe to
8 assure the survival and the success of liberty."
9 John Kennedy said he'd do all that know
10 matter what. The author want to make sure
11 we the reader see what change is.

12 John Kennedy said forging against the
13 enemies and creating a global alliance between
14 North South, East and West so he could create
15 a more fruitfull life. The author use "we" as a
16 strategy to make everyone feel special. And
17 tells how great and powerful the Nations are.
18 He wants both sides to unite.

19 The author want the world to stick
20 together and get along and be one equal
21 world. People need to stick together.
22 People need to help their country and other
23 people.

The response introduces a central idea (The central idea of Inaugural Address by John Kennedy is celebration not only of end of something but a new beginning and change) and demonstrates a superficial analysis of the author's use of the writing strategy to develop the central idea (the author use "we" as a strategy to make everyone feel special). The response presents ideas inadequately (John Kennedy said he'd do all that know matter what), but makes use of some relevant evidence to support analysis (He says "let every nation no weather it wishes us well or ill that we shall pay any price, bear any burdin, meet any hardship, support any foe to assure the survival and the success of liberty."). The response exhibits acceptable organization of ideas and information by stating a central idea in the introduction, providing supporting evidence in the second paragraph (He wants both sides to unite), and concluding by stating a change the author would like to see made (The author want the world to stick together and get along and be one equal world). The response lacks a formal style, using language that is imprecise (And tells how great and powerful the Nations are). The response demonstrates emerging control of conventions with some errors (no weather it and bear any burdin) that may hinder comprehension.

1 I believe the author John F. Kennedy was
2 trying to get the people to care more about
3 our country. He said the cooperation will
4 not change soon in line 95. He just wants
5 this change to start now because it won't
6 be easy and it will not happen over night
7 or even in their generation. He wants his
8 fellow americans to defend the country from
9 anything like when he uses this conflict
10 in the speech and said "only a few generations
11 have been granted the role of defending freedom."
12 The Speaker is just trying to get the point
13 across that defending america is not only his
14 job, but America's job. In conclusion I believe
15 the things he said in speech was to show
16 that its everyone job to help and defend this
17 nation.

Anchor Paper – Part 3 – Level 2 – B – Annotation

The response introduces a central idea (trying to get the people to care more about our country). The response demonstrates a superficial analysis of the author's use of the writing strategy to develop a central idea (Like when he uses this conflict in the speech). The response presents ideas inadequately in an attempt to support analysis, making use of some evidence that may be irrelevant (He wants his fellow americans to defend the country from anything). The response exhibits inconsistent organization of ideas and information, failing to create a coherent response (its everyone job to help and defend this nation). The one paragraph response moves from one topic to another with little transition and considerable repetition (not change soon, not happen over night). The response lacks a formal style, using language that is imprecise (defend the country from anything). The response demonstrates emerging control of conventions with some errors that hinder comprehension (sais; americans; anything. Like when; job. but).

1 Through wars, depressions and oppression America will
2 stay strong. No matter what you put the United States
3 through the people will push on. Every country has problems
4 and has to face them.

5 The central idea of the author is to overcome bad things.
6 The author uses conflict to show examples of what the
7 United States has had to overcome in the past. Also The Author
8 tells people not to be afraid and that we would be
9 different. He's warning other countries that if they go to war
10 with the United States they will lose. The author main
11 theme is that he would like to work with other countries.

12 The United States has prevailed through everything they
13 seen in their path. All problems the US, has faced have
14 been solved. Peace is preferred but the American People
15 are not afraid to fight.

Anchor Paper – Part 3 – Level 2 – C – Annotation

The response introduces a central idea (overcome bad things) and a writing strategy (conflict). The response demonstrates a minimal analysis of the author's use of the writing strategy to develop the central idea. The response presents little evidence from the text (to show examples of what the United States has had to overcome in the past). The response exhibits inconsistent organization of ideas failing to create a coherent response (Peace is preferred but the American People are not afraid to fight). The response includes three loosely related paragraphs that fail to focus on the topic. The response uses basic and imprecise language (The central idea of the author). The response demonstrates emerging control with some errors (opression, through the, Also The Author, His warning other countries, author main theme, they seen, All problem) that hinder comprehension.

1 In the Inaugural Address John F. Kennedy's
2 idea was to celebrate of freedom,
3 that symbolizes an end and a new beginning
4 which renews a change. The address
5 was to many important people as well as
6 the fellow citizens. The Inaugural Address
7 was intended to result in a great outcome
8 and effect.

9 The changes and hope to come may
10 take time to achieve possibly even not
11 even during our life-time on this planet
12 but, let us begin. was stated by Kennedy.

Anchor Paper – Part 3 – Level 1 – A – Annotation

The response introduces an incomplete central idea with minimal analysis of the author’s writing strategy. The response presents ideas inadequately in an attempt to support analysis (That symbolizes an end and a new beginning which renews a change), making use of some evidence that may be irrelevant (The address was to many important people as well as the fellow citizens). The response shows little organization, and uses language that is copied directly from the text (not even during our life-time on this planet but, let us begin). The response is minimal, making assessment of conventions unreliable.

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Kennedy's idea for this speech was a call to the masses to assist him in his quest for world peace and equality. He makes very vague references to the rockets and to Vietnam.

My thought is that those "Instruments of war" can also be used as instruments of peace.

Anchor Paper – Part 3 – Level 1 – B – Annotation

The response introduces a central idea (Kennedy’s idea for this speech was a call to the masses to assist him in his quest for world peace and equality), but does not introduce a writing strategy. The response presents little evidence from the text, making note of *very vague references to the nuks and to vietnam*. The response exhibits little organization of ideas and information. The response is minimal, making assessment of language and conventions unreliable.

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The text pointed out that we should stop
fighting and work together to make it a
better place.

Anchor Paper – Part 3 – Level 1 – C – Annotation

The response introduces an incomplete central idea (we should stop fighting and work together to make it a better place). The response presents little evidence from the text (The text pointed out...). The response is minimal, making assessment of organization, language, and conventions unreliable.

1 No observe a celebration of freedom. Man
2 hands the power to abolish all forms of poverty
3 and all forms of human life. The belief that the
4 rights of man come not from the generosity of
5 the state but from the hand of God. Let the
6 word go forth from this time and place to
7 friend and foe alike that the torch has been
8 passed to a new generation of Americans born
9 in this century, tempered by war and
10 survival.

Anchor Paper – Part 3 – 0 – Annotation

The response is totally copied from the text with no original writing.

1 In this text the main idea the author was
2 trying to explain is Bring together ~~the people~~
3 the people of America to do something for the
4 country like help out in a war. The author uses
5 1st person point of view and this is effective
6 because it comes out as a man standing in front
7 of a crowd telling them this speech getting them
8 all worked up for their America. Some evidence
9 that supports this is "in the long history of the world,
10 only a few generations have been granted the role of
11 defending freedom in its hour of maximum danger. I
12 do not shrink from responsibility—I welcome it. I do
13 not believe that any of us would exchange places with
14 any other people or any other generation. The energy,
15 the faith, the devotion which we bring to this en-
16 deavor will light our country and all who serve it—
17 and the glow from that fire can truly light the world."
18 And so you see 1st person point of view that was used
19 by the author to convey such a strong message did
20 its job.

1 In 1961 when John F. Kennedy was president of
2 the United States of America, there were many
3 problems worldwide with Nuclear Warfare. Kennedy's
4 central idea was to make sure that the American
5 people understood that he knew that they
6 wanted to keep their freedom and liberty.
7 He also wanted it to be known that Nuclear
8 Warfare was a major problem and something
9 needed to be done about it. The last thing that
10 Kennedy wanted the American people to know
11 was that they are the ones who make a
12 difference.

13 Kennedy made it known that he wanted Americans
14 to keep their liberty and freedom. He did this
15 through using personification when he says "Let the
16 word go forth... to friends and foes alike,
17 Americans—born in this country [are] unwilling to
18 witness or permit the slow unbinding of those
19 human rights to which this nation has always
20 been committed, and to which we are committed
21 today at home and around the world." While
22 using personification he also makes the reader
23 feel connected to what he has to say because
24 he's speaking about their own personal liberty and
25 freedom. He makes you feel about our rights as
26 American citizens. Kennedy uses other literary
27 techniques while telling about a similar
28 subject, how we can make a difference.

29 He does this again through connection by mentioning
30 our service members and just us as a
31 whole and we feel that we can make a
32 difference because many average people do.

33 Although this speech was given as John F.
34 Kennedy's Inaugural speech, and all parts of it
35 should have been taken seriously, the most
36 important parts were being able to keep our
37 freedoms and liberties, realizing that you
38 as an individual person could make a
39 difference and lastly that there needed to be
40 an end put to Nuclear Warfare before it
41 ended the world.

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The idea intended by the author is that people should work together to make the world a better place. The author is speaking to the world and trying to stop war and bad times and he wants the world to be more peaceful. The author is also pledging to help everyone in need around the world.

1 President John F. Kennedy conveys a clear central
2 idea in his 1960 inaugural address that ^{the} Americans
3 must unite and work with the rest of the world
4 to promote justice and work for peace.

5 President Kennedy begins his address by saying,
6 "a torch, a celebration of freedom—symbolizing
7 as well as a beginning—signifying nature
8 as well as change." Freedom is a quality that every
9 American cherishes and that J.F.K. makes the central
10 theme of his address. Kennedy makes a biblical
11 allusion to the prophet Isaiah, "undo the heavy
12 burdens... and let the oppressed go free." A central
13 theme of Isaiah's prophecy is peace coming to the
14 earth; for example, a wolf resting with a lamb.
15 Kennedy uses the allusion to say that the United
16 States needs to free ourselves from the burden of
17 weapons and to live in peace, "yet both racing
18 to alter that uncertain balance of terror." In
19 Kennedy's tenure as President, he faced many challenges
20 when it came to weapons such as the Cuban Missile
21 Crisis. J.F.K. makes another allusion, "we do not
22 forget today that we are the heirs of that first
23 revolution," meaning we fight for freedom, as must
24 we now fight the same fight for peace. President
25 John F. Kennedy then expands upon this and lists
26 those for whom he is fighting: allies, new states,
27 people in misery... Kennedy is speaking to the
28 nation and the world that all should work for

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liberty and justice for all.

In the last part of Kennedy's address, he expresses his theme of unity, peace and justice in an optimistic tone. He says, "exercising in hope, patient in tribulation," meaning that although the road is long, hope will carry the nation through to victory over "tyranny, poverty, disease, and war." Kennedy goes to his listeners that his generation is called upon to, "defend freedom," and therefore they must rise to the challenge and to, "light the world." J.F.K. concludes his inaugural address optimistically saying that if all unite for one cause, the freedom of people everywhere can be protected.

1 The central idea intended by the author was
2 to show how strong our country is, no matter what
3 we will always be strong. Also the purpose is to
4 never forget where we come from and our background,
5 we always will defend our freedoms no matter the
6 cost. The author was symbolizing an end, yet
7 a beginning. The author is recognizing that the
8 world has changed, a great deal, he requests peace
9 for other places around the world so that we can
10 all get along without war.

11 He says that the world today is based around
12 war and weapons. Let the problems between
13 countries get figured out rather than keep the
14 problems alive and going like a burning fire. Forgive
15 enimes, make peace and fix problems, make the
16 best of life, and make history. We are a proud
17 country and strong. We are willing to support
18 any friend to get through any hardship,
19 pay any price, bear any burden, to have
20 liberty. We are a strong country and always
21 will be.

Level 2 Response

The response introduces a central idea (Bring together the people of America to do Something for the Country like help out in a war) and writing strategy (the Author use 1st person point of view). The response demonstrates a superficial analysis of the author's use of the writing strategy to develop the central idea (This is Effective Because it comes out as a man Standing in front of a crowd telling them this Speech getting them all worked up for there America). The response presents ideas inadequately in an attempt to support analysis with one long quote and no other evidence (in the long ...light the world). The response exhibits an inconsistent organization of ideas (And so you see 1st person point of view that was used By the Auther to convey such a strong message Did its job). The response lacks a formal style, using language that is basic (getting them all worked up and Did its job). The response demonstrates emerging control of conventions (is Bring together, sopports, country And All) with some errors that hinder comprehension.

Level 3 Response

The response introduces a clear central idea (Kennedy’s central idea was to make sure that the American people understood that he knew that they wanted to keep their freedom and liberty) and a writing strategy (personification) that establish the criteria for analysis. The response demonstrates an appropriate analysis of the author’s use of the writing strategy to develop the central idea (While using personification he also makes the reader feel connected to what he has to say because he’s speaking about their own personal liberty and freedom). The response presents ideas sufficiently, making adequate use of relevant evidence to support analysis (In 1961 when John F. Kennedy was president of the United States of America there were many problems worldwide with Nuclear Warfare; He says, “Let the word go forth ... to friend and foes alike ... Americans—born in this country [are] unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed”; He does this again ... by mentioning our service members and just us as a whole). The response exhibits acceptable organization of ideas and information to create a coherent response focusing on Kennedy’s commitment to the protection of the freedoms and liberties enjoyed by the American people. The response first addresses the concepts which Kennedy wanted the American people to know, then moves to a discussion of the tone of the speech and the idea that individuals can make a difference, and concludes with a summation of the areas addressed. The response demonstrates partial control of conventions with occasional errors (the was, American, similar) that do not hinder comprehension.

Level 1 Response

The response introduces an incomplete central idea (people should work together to make the world a better place), but does not introduce a writing strategy. The response is a personal response and makes little reference to the task or text.

Level 4 Response

The response introduces a well-reasoned central idea and a writing strategy that clearly establishes the criteria for analysis (President John F. Kennedy conveys a clear central idea in his 1960 inaugural address that states Americans must unite and work together with the rest of the world to promote justice and work for peace). The response demonstrates a thoughtful analysis of the author’s use of an allusion of the prophet Isaiah to develop the central idea (Kennedy uses the allusion to say that the United States needs to free ourselves from the burden of weapons and to live in peace). The response presents ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis (he expresses his theme of unity, peace and justice in an optimistic tone and although the road is long, hope will carry the nation through to victory). The response exhibits logical organization of ideas and information to create a cohesive and coherent response (JFK concludes his inaugural address optimistically saying that if all unite for one cause, the freedom of people everywhere can be protected). The response establishes and maintains a formal style, using precise language (Kennedy’s tenure as President). The response demonstrates control of conventions with infrequent errors.

Level 2 Response

The response introduces a central idea (to show how strong our country is, no matter what we will always be strong) and exhibits a superficial analysis of the author’s use of the writing strategy to develop it. The response presents ideas inadequately (Let the problems between countries get figured out rather than keep the problems alive and going like a burning fire) in an attempt to support analysis. The response lacks a formal style, using language that is imprecise (Forgive enimes, make peace and fix problems, make the best of life, and make history). The response demonstrates emerging control of conventions with some errors in spelling (auther, reconizing, enimes) and sentence structure (deal, he) that sometimes hinder comprehension.