NJSLA Research Simulation Task
Grade 7 Writing
Lesson 7: Practice Completing the Prose Constructed Response

Rationale

- To prepare students for the prose constructed response on the NJSLA Research Simulation Task, they should practice authentic writing experiences modeled on the NJSLA format.

Goal

- To complete a practice session for the RST prose constructed response

Task Foci

- **CCSS W.7.1**: Write arguments to support claims with clear reasons and relevant evidence.
- **CCSS W.7.2**: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **CCSS W.7.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS W.7.5**: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)
- **CCSS W.7.7**: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **CCSS W.7.8**: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **CCSS W.7.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS W.7.10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives

- Students will complete a practice RST prose constructed response

Materials

- Computer with Microsoft Word (per student)
    - Note: Since NJSLA is a computer-based test, it would be best if students can practice typing their essays rather than writing them by hand.
- Text Set handout
- Prompt handout

Procedures

- Tell your students that today they will complete a practice prose constructed response for the Research Simulation Task.
- Make sure every student has opened a new Word file and is ready to write. NOTE: If students are handwriting their essays, have them skip lines because they will revise their essays in Lesson 8.
- Pass out the sample texts and prompt handouts.
- **"You have X minutes to complete this essay. Ready? Begin."** (Almost entire class period should be given to write. Estimated completion time for the NJSLA RST is 85 minutes. This includes reading, answering selected response questions and writing essay.)
- Remind class when five minutes remain.
- When time ends, have students **save** there essays as "Last Name_First Initial_Draft 1." Print their essays and collect. They will need them for Lesson 8.
- In closing, ask students for feedback on their test-taking experience.

Assessment

- Students' essays should demonstrate their knowledge and application of the following elements of composition:
    - A clear thesis statement that makes an arguable claim in response to the prompt.
    - Use of evidence that demonstrates the student understood the readings.
    - Use of evidence that clearly supports the student's thesis.
    - A clear introduction that addresses the prompt and includes the thesis statement.
    - Organized body paragraphs with clear reasons, supporting details, and a connection to the thesis.
    - A clear conclusion that briefly restates the reasons and thesis statement.

"Newsman Went to Sea on the Admiral Line"

by Stephen Canright, Park Curator, Maritime History NPS.gov, adapted by Laura Schaefer

In the summer of 1926, Thomas C. Fleming worked for a season as a bellhop aboard the steamer Emma Alexander. He later became the co-founder and longtime editor of San Francisco's leading Black newspaper, the Sun-Reporter,

The Emma was a coastal passenger liner, running between Victoria, B.C. and San Diego for the Admiral Line. Admiral Line was the last big operator in the coastal passenger trade, a trade that began in the Gold Rush era and carried on until the mid-1930s.

While the deck and engine crews of the Admiral Line ships were entirely white, the stewards department was all black. Work as a cook, waiter, porter or bellhop offered the only shipboard employment available to Black Americans on the West Coast until the Civil Rights revolution of the 1960s and 1970s. Mr. Fleming's recollections offer an intriguing glimpse of this little-remembered piece of our maritime history.

Thomas Fleming was eighteen years old in 1926, when he arrived in the Bay Area to look for work. After being turned down by the Southern Pacific Railroad, he heard that the Admiral Line was hiring. He was immediately shipped aboard the Emma Alexander, leaving that afternoon. The first trip was to Victoria. There were stops at Seattle and Tacoma on the return leg. The passage to Victoria took 27 hours and the ship laid over at Seattle for a day on the trip south.

Fleming worked for several months as a bellhop for $45 per month. There was no union representation on these ships. Only when the ship was in port did the men get a day off. Most of the work was seeing to the needs of the passengers. With tips, Fleming could make an extra $25 if he moved quickly. He reports that the passengers treated the Black stewards and the white crew about equally. All were seen as servants.

After a dispute with the Bell Captain on the Emma, Fleming made a trip on the smaller Admiral Dewey as a room steward. He was laid off as the summer travel season came to a close. Returning to Oakland, he got a job as a cook with the Southern Pacific Railroad, and stayed with that for five years.

Although Thomas Fleming worked only briefly for the Admiral Line, his recollections add to our understanding of life and work aboard these ships. Until stumbling across this series of articles, I had no idea that the stewards department on these coastal liners consisted of African Americans. The work of these thousands of seafarers, over decades of service, had rated no mention in the standard histories.

“Kenichi Horie: Japan's Most Famous Yachtsman”

By Stephen Canright, Park Curator, Maritime History, NPS.gov, adapted by Laura Schaefer

San Francisco Maritime National Historical Park is proud of its association with Kenichi Horie, Japan's most famous yachtsman. He the first man in history to make a non-stop solo crossing of the Pacific Ocean.

Kenichi Horie is regarded as a Japanese National Hero. Mr. Horie was an unknown 23-year-old when he sailed his 19-foot black plywood sloop, the *Mermaid*, through the Golden Gate in 1962. His arrival was entirely unannounced. He had, in fact, left Japanese waters without any form of official clearance. Ninety-four days later, he arrived in San Francisco with no passport, no money, and little knowledge of English. Horie was briefly arrested, but Mayor George Christopher saw to it that he was released and presented with a visa and the key to the city.
In Kenchi Horie's book *Koduko: sailing alone across the Pacific*, he says, "The crew matters the most," (p. 30) so when he set out to cross the Pacific Ocean he chose the best crew he could ... himself. Just himself. At 23 years old, when most of us were just figuring out how to get to work on time, Kenchie Horie sailed from Japan to San Francisco in a 19 foot sail boat alone. When asked why he did such a thing, he replied, "Well, I crossed it because I wanted to" (p. 15). It's the sort of response one would expect of a young auto parts salesman who, against the wishes of his father and his government, set out on a ridiculously dangerous 5,300 miles journey to a country where he had no connections, barely spoke the language and no plans on how to get back.

To me, one of the most interesting things about Horie is that he did not have a life time love affair with the sea. In fact, he wasn't the least bit interested in sailing until high school when he joined the school's sailing club because "it sounded like fun" (p. 20). There was no deep passion drawing him--he could have just as easily joined the chess team. Things turned for Horie though during his sophomore year, still sailing with the club. As he described it, "A burning passion for the sea gripped me. Maybe it was then that the Pacific began to beckon to me, inviting me to dream of a boundless open sea to sail" (p. 21). Once in its grip, Horie was not able to let go. Despite pushback from family and ridicule from friends and worried barks from his dog (p. 79), he went to sail in the boundless open sea. He said of his goal:

If you make up your mind to do something--if you are determined to do it--there is only one way to go about it. Work out your own ideas on the general course you are going to follow and stick to them; stand on those basic ideas and assume responsibility for your actions. You yourself have to work out what you think is the best plan and carry it out to the end. You may make mistakes, there may be details in your plan that could have been improved upon by relying on someone else's advice but basically it has to be your personal responsibility to conceive and carry out the project (p. 51).

“Potato, Potato”

by Palma You, Archives Technician, NPS.gov, adapted by Laura Schaefer

Say the words "potato, potato, potato" and you will hear the sound and rhythm of a Hicks marine engine. These engines were built from 1910 through about 1950. San Francisco was one center of gasoline engine manufacturing and production because of its proximity to the developing West Coast. In the first half of the 20th century, California was home to more than two dozen engine builders, including Hicks Iron Works in San Francisco (Grayson, 1994). San Francisco was close to the center of the action.

By 1910, Irish immigrant, James Lee Hicks, had modified and refined the single cylinder four-stroke gasoline engine for optimal reliability under marine conditions. The Hicks heavy-duty marine engine was less likely to foul from moisture and was thus extremely reliable (Prine, 2010).

The smallest of the Hicks heavy-duty marine engines could weigh up to 1,700 pounds. The single cylinder machine offered between 6 to 9 horsepower and 350-500 rpm. With solid construction and simplicity in design, users viewed Hicks engines as sturdy, easy to start, durable, dependable, and economical to operate and repair. All the parts are visible. In essence, it was considered to be a friendly engine. Local manufacturing plants meant parts were easy to get.

Advertisements touted the Hicks engine to fishermen as a “SURE” piece of equipment they could rely on. “Sometimes there’s a heavy sea, contrary winds—power is absolutely necessary. Your life is at stake. Your earnings depend upon how the engine works,” claimed a 1930 Hicks Engines, Heavy Duty Marine Gas Engines catalog number three. The Hicks engine offered the ability to be competitive in the fishing industry. The “SURE” meant the Hicks engine would reliably bring you home for supper.

About a half dozen Hicks engines are alive and well today (Prine), chugging along in vessels on the San Francisco Bay. Two are on display at Hyde Street Pier. Visit the small craft dock at the pier and see the WETTON, a 1923 Monterey boat, with a Hicks engine on exhibit. You might also hear the distinctive "potato, potato, potato" sound while on the pier.

Research Simulation Task
Prose Constructed Response

All three of the texts you've read give information about aspects of maritime history. Imagine you are about to visit the San Francisco Maritime Museum for the first time and see exhibits covering all three of the subjects you've just read about. Which exhibit do you think you'd see first? Use details from the texts to explain which subject is the most interesting to you and why.