NJSLA Research Simulation Task
Grade 10 Reading
Lesson 1: Introducing the EBSR and TECR

Rationale

- The format of the test items for NJSLA's Research Simulation Task (RST) is a significant change from previous standardized tests. This lesson will present students with an overview of the selected response and constructed response items of the assessment.

Goal

- To familiarize students with the format of NJSLA's RST evidence-based selected response (EBSR) and technology-enhanced constructed response (TECR) questions.

Task Foci

- **CCSS RI.9-10.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS RI.9-10.2**: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS RI.9-10.3**: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **CCSS RI.9-10.4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Objectives

- Students will know what to expect from the evidence-based selected response and technology-enhanced constructed response items.

Materials

- Informational Text
- EBSR/TECR questions

Procedures

- Tell students that today they will explore the types of questions they will encounter on NJSLA's assessments.
- Distribute the text. Read it as a class or have students read it independently.
- Distribute the sample EBSR.
- Explain to students, **"There are two formats that the questions on NJSLA's assessments take. One is the evidence-based selected response. This type is similar to the multiple-choice questions you're used to seeing on tests. However, the difference is that these are two-part questions. The first part resembles the traditional multiple-choice question. The second part will often ask you to select the best evidence to support your answer to the first part."**
- Direct students to look at the EBSR question. Discuss Part A.
- Ask students what is similar and what is different between Part A and traditional multiple-choice questions.
- Discuss Part B.
- Distribute the sample TECR. Introduce the technology-enhanced constructed responses: **"These questions are probably very different from what you are used to seeing on a test. The layout for these questions will vary. Some may ask you to drag and drop quotations from the text, rearrange plot points into a summary list, identify causes and effects..."**
- Discuss the TECR question with the class. Make sure students understand what the question is asking them and what they need to do.
- Work through the sample TECR as a class.

JFK's "We Choose to Go to the Moon" Speech, 1962—Part I

President Pitzer, Mr. Vice President, Governor, Congressman Thomas, Senator Wiley, and Congressman Miller, Mr. Webb, Mr. Bell, scientists, distinguished guests, and ladies and gentlemen:

I appreciate your president having made me an honorary visiting professor, and I will assure you that my first lecture will be very brief.

I am delighted to be here, and I'm particularly delighted to be here on this occasion.

We meet at a college noted for knowledge, in a city noted for progress, in a State noted for strength, and we stand in need of all three, for we meet in an hour of change and challenge, in a decade of hope and fear, in an age of both knowledge and ignorance. The greater our knowledge increases, the greater our ignorance unfolds.

Despite the striking fact that most of the scientists that the world has ever known are alive and working today, despite the fact that this Nation's own scientific manpower is doubling every 12 years in a rate of growth more than three times that of our population as a whole, despite that, the vast stretches of the unknown and the unanswered and the unfinished still far outstrip our collective comprehension.

No man can fully grasp how far and how fast we have come, but condense, if you will, the 50,000 years of man's recorded history in a time span of but a half-century. Stated in these terms, we know very little about the first 40 years, except at the end of them advanced man had learned to use the skins of animals to cover them. Then about 10 years ago, under this standard, man emerged from his caves to construct other kinds of shelter. Only five years ago man learned to write and use a cart with wheels. Christianity began less than two years ago. The printing press came this year, and then less than two months ago, during this whole 50-year span of human history, the steam engine provided a new source of power.

Newton explored the meaning of gravity. Last month electric lights and telephones and automobiles and airplanes became available. Only last week did we develop penicillin and television and nuclear power, and now if America's new spacecraft succeeds in reaching Venus, we will have literally reached the stars before midnight tonight.

This is a breathtaking pace, and such a pace cannot help but create new ills as it dispels old, new ignorance, new problems, new dangers. Surely the opening vistas of space promise high costs and hardships, as well as high reward.

So it is not surprising that some would have us stay where we are a little longer to rest, to wait. But this city of Houston, this State of Texas, this country of the United States was not built by those who waited and rested and wished to look behind them. This country was conquered by those who moved forward--and so will space.

William Bradford, speaking in 1630 of the founding of the Plymouth Bay Colony, said that all great and honorable actions are accompanied with great difficulties, and both must be enterprised and overcome with answerable courage.

If this capsule history of our progress teaches us anything, it is that man, in his quest for knowledge and progress, is determined and cannot be deterred. The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space.

Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space. We mean to be a part of it--we mean to lead it. For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.

Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and in industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all men, and to become the world's leading space-faring nation.

1. **Part A:** What is the meaning of the word **founder** as it is used in the text?

A. creator
B. fall apart
C. plan on
D. assemble

Part B: Which detail from the speech best supports the answer to Part A?

A. "this country rode the first waves of the industrial revolutions"
B. "man, in his quest for knowledge and progress, is determined and cannot be deterred"
C. "Surely the opening vistas of space promise high costs and hardships"
D. "We mean to be a part of it--we mean to lead it."

2. **Part A:** What is President Kennedy's main idea in this speech?

A. The goal of space exploration should be mainly to further scientific progress on Earth.
B. The progress of science has been so dizzying that we should pause and make sure all the changes are positive.
C. Space exploration is moving ahead, and the United States must lead it no matter the cost or hardships.
D. The only way mankind will conquer space is through cooperation with nations we once considered our adversaries.

Part B: Which line from the passage supports the answer to Part A?

A. "We meet at a college noted for knowledge, in a city noted for progress, in a State noted for strength, and we stand in need of all three, for we meet in an hour of change and challenge, in a decade of hope and fear, in an age of both knowledge and ignorance."
B. "The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space."
C. "This is a breathtaking pace, and such a pace cannot help but create new ills as it dispels old, new ignorance, new problems, new dangers."
D. "But this city of Houston, this State of Texas, this country of the United States was not built by those who waited and rested and wished to look behind them."

3. In this section of the speech, President Kennedy makes an argument for why the United States should be first in space**.** To complete the chart below, first select three statements from the left column that are his stated reason the U.S. should be first in space.

Then, find one quotation from the speech to provide textual support for each reason you selected and write it in corresponding row in the right column.

Reasons the U.S. should be first in space	**Supporting Textual Evidence**
Space exploration will happen whether the U.S. participates or not.	
The United States needs the natural resources available to us on other moons and planets.	
The U.S. must be first if we want space to be governed with freedom and peace.	
The space effort will inspire more countries around the world to become our political allies.	
The U.S. must be first in space if we want it to be a place of knowledge instead of war.	

Answer Key

1A. B

1B. D

2A. C

2B. B

3.

Space exploration will happen whether the U.S. participates or not.*	The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space.
The U.S. must be first if we want space to be governed with freedom and peace.*	For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace.
The U.S. must be first in space if we want it to be a place of knowledge instead of war.*	We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.