



# NJSLA Research Simulation Task

## Grade 10 Reading

### Lesson 2: Modeling the EBSR and TECR

#### **Rationale**

- Given the extreme difference in the testing layout and interface between NJ ASK and NJSLA, students should be guided through NJSLA's sample items on their website. This will also give the teacher an opportunity to model the approach and thought processes students should replicate to complete the Research Simulation Task.

#### **Goal**

- In modeling the process for completing the Research Simulation Task EBSR and TECR, students will have a clear picture of what to expect on the assessment.

#### **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 be familiar with the format of the NJSLA Research Simulation Task EBSR and TECR.
- Students will observe the process for completing the questions through teacher modeling.

## **Materials**

- Computer and Projector (for instructor to model activities)
- NJSLA's online test environment: <https://nj.mypearsonsupport.com/practice-tests/english/>
  - Note: NJSLA updates their sample item sets occasionally. References to the site in this lesson are based upon the April 2014 version.
- Computers (optional) (one per student or student pairs)
- Sample Markup (for instructor)
- Sample text and questions handout (per student)

## **Preparation**

- Take some time to navigate through NJSLA's test environment on your own to get comfortable with it before you show your students.
- Before class begins, navigate to the RST portion for your grade level in NJSLA's online test environment.

## **Procedures**

- To begin the lesson, explain to students that today they will view the EBSR and TECR in its intended environment. If students have access to computers, guide them to the testing area on NJSLA's website.
- Show students the features of the test interface.
  - A purpose-setting statement and the texts are on the left side of the page. One full question (Parts A & B) takes up the right side of the page.
  - You can navigate through the questions with the arrows on the top of the page.
  - There is a tool bar at the top of the writing space with basic word processing functions (bold, underline, copy, paste, undo, etc.)
- Ask students for their opinions, observations, and questions about the interface.
- Next, distribute the sample text and questions to each student.
- Using the markup, guide students through the questions. The handout highlights relevant details and gives explanations. This is just a sample. Feel free to address any other details that stick out to you.
- In closing, address any questions students have.

**Passage #1** Read the address by President Franklin D. Roosevelt delivered in 1944 during World War II. This speech was delivered to Congress to explain the events of the year and the current state of the union.

**Franklin D. Roosevelt**

**From the State of the Union Message to Congress**

**January 11, 1944**

1 *To the Congress:*

2 This nation in the past two years has become an active partner in the world's greatest war against human slavery.

3 We have joined with like-minded people in order to defend ourselves in a world that has been gravely threatened with gangster rule.

4 But I do not think that any of us Americans can be content with mere survival. Sacrifices that we and our allies are making impose upon us all a sacred obligation to see to it that out of this war we and our children will gain something better than mere survival.

5 We are united in determination that this war shall not be followed by another interim which leads to new disaster—that we shall not repeat the tragic errors of ostrich isolationism—that we shall not repeat the excesses of the wild twenties when this nation went for a joy ride on a roller coaster which ended in a tragic crash.

6 When Mr. Hull went to Moscow in October, and when I went to Cairo and Tehran in November, we knew that we were in agreement with our allies in our common determination to fight and win this war. But there were many vital questions concerning the future peace, and they were discussed in an atmosphere of complete candor and harmony.

7 In the last war such discussions, such meetings, did not even begin until the shooting had stopped and the delegates began to assemble at the peace table. There had been no previous opportunities for man-to-man discussions which lead to meetings of minds. The result was a peace which was not a peace.

8 That was a mistake which we are not repeating in this war.

9 Of course we made some commitments. We most certainly committed ourselves to very large and very specific military plans which require the use of all Allied forces to bring about the defeat of our enemies at the earliest possible time.

10 But there were no secret treaties or political or financial commitments.

11 The one supreme objective for the future, which we discussed for each nation individually, and for all the United Nations, can be summed up in one word: Security.

12 And that means not only physical security which provides safety from attacks by

aggressors. It means also economic security, social security, moral security—in a family of nations.

- 13 In the plain down-to-earth talks that I had with the Generalissimo and Marshal Stalin and Prime Minister Churchill, it was abundantly clear that they are all most deeply interested in the resumption of peaceful progress by their own peoples—progress toward a better life. All our allies want freedom to develop their lands and resources, to build up industry, to increase education and individual opportunity, and to raise standards of living.
- 14 All our allies have learned by bitter experience that real development will not be possible if they are to be diverted from their purpose by repeated wars—or even threats of war.
- 15 China and Russia are truly united with Britain and America in recognition of this essential fact: the best interests of each nation, large and small, demand that all freedom-loving nations shall join together in a just and durable system of peace. In the present world situation, evidenced by the actions of Germany, Italy, and Japan, unquestioned military control over disturbers of the peace is as necessary among nations as it is among citizens in a community. And an equally basic essential to peace is a decent standard of living for all individual men and women and children in all nations. Freedom from fear is eternally linked with freedom from want...

1. **Part A Question:** What does the term **ostrich isolationism** refer to?

- a. avoiding international conflict
- b. throwing one's weight around
- c. being assertive in securing borders
- d. remaining engaged in foreign affairs

**Part B Question:** What is the effect of the term **ostrich isolationism**?

- a. It is rousing to its supporters, suggesting that they deftly avoid harm's way.
- b. It is insulting to its proponents, insinuating that they bury their heads in the ground.
- c. It is offensive to its detractors, suggesting that the argument carries a great deal of import.
- d. It is infuriating to its opponents, insinuating that running away is a better answer than fighting.

2. Below are five claims introduced in the first paragraphs of Roosevelt's State of the Union address.

**Claims**

International peace leads to national security.
Peace cannot be achieved when the parties are not honest and sincere in the effort.
One nation cannot fight this war alone.
We must temporarily sacrifice some of our freedom to preserve our future freedom.
Our approach in this war is based on what we have learned in previous wars.

**Part A**

Highlight the claim that appears most prominently in paragraphs 5, 6, and 7 of the speech.

**Part B**

Click on five words or phrases within paragraphs 5-7 that help the president support this initial claim.

**3. Part A Question:** Which statement below is implied by this line?

Sacrifices that we and our allies are making impose upon us all a sacred obligation to see to it that out of this war we and our children will gain something better than mere survival.

- a. The challenges of war are well worth the price.
- b. This war is terrible, but we will emerge stronger.
- c. Although we are suffering, we will not give up.
- d. It is unlikely that our children will be able to survive this war.

**Part B Question:** Which detail from the excerpt above provides the best evidence for the answer to Part A?

- a. “Sacrifices that we and our allies are making...”
- b. “...impose upon us all a sacred obligation”
- c. “...to see to it that out of this war...”
- d. “...will gain something better than mere survival.”

**Passage #2** Read the address by President George W. Bush delivered in 2002, a little more than four months after the World Trade Center towers fell on September 11, 2001. This speech was delivered to Congress to explain the events of the year and the current state of the union.

Video: <http://www.c-spanvideo.org/program/StateoftheUnionAddress4> (watch only from 2:14 to 13:18)

***from the Transcript of President George W. Bush's first State of the Union address, delivered to Congress***

**Jan 29, 2002**

- 1 Mr. Speaker, Vice President Cheney, members of Congress, distinguished guests, fellow citizens, as we gather tonight, our nation is at war, our economy is in recession and the civilized world faces unprecedented dangers. Yet the state of our union has never been stronger.
- 2 We last met in an hour of shock and suffering. In four short months, our nation has comforted the victims, begun to rebuild New York and the Pentagon, rallied a great coalition, captured, arrested and rid the world of thousands of terrorists, destroyed Afghanistan's terrorist training camps, saved a people from starvation and freed a country from brutal oppression.
- 3 The American flag flies again over our embassy in Kabul. Terrorists who once occupied Afghanistan now occupy cells at Guantanamo Bay. And terrorist leaders who urged followers to sacrifice their lives are running for their own.
- 4 America and Afghanistan are now allies against terror. We will be partners in rebuilding that country. And this evening we welcome the distinguished interim leader of a liberated Afghanistan: Chairman Hamid Karzai.
- 5 The last time we met in this chamber, the mothers and daughters of Afghanistan were captives in their own homes, forbidden from working or going to school.
- 6 Today women are free, and are part of Afghanistan's new government. And we welcome the new minister of women's affairs, Dr. Sima Samar.
- 7 Our progress is a tribute to the spirit of the Afghan people, to the resolve of our coalition and to the might of the United States military.
- 8 When I called our troops into action, I did so with complete confidence in their courage and skill. And tonight, thanks to them, we are winning the war on terror.
- 9 The men and women of our armed forces have delivered a message now clear to every enemy of the United States: Even 7,000 miles away, across oceans and continents, on mountaintops and in caves you will not escape the justice of this nation.
- 10 For many Americans, these four months have brought sorrow and pain that will never completely go away. Every day a retired firefighter returns to Ground Zero to feel closer to his two sons who died there. At a memorial in New York, a little boy left his football with a note for his lost father: "Dear Daddy, please take this to Heaven. I don't want to play football until I can play with you again someday." Last month, at the grave of her husband, Micheal, a CIA officer and Marine who died in Mazar-e Sharif, Shannon Spann said these words of farewell: "*Semper fi*, my love." Shannon is with us tonight.
- 11 Shannon, I assure you and all who have lost a loved one that our cause is just, and our

country will never forget the debt we owe Micheal and all who gave their lives for freedom.

- 12 Our cause is just, and it continues. Our discoveries in Afghanistan confirmed our worst fears and showed us the true scope of the task ahead. We have seen the depth of our enemies' hatred in videos where they laugh about the loss of innocent life.
- 13 And the depth of their hatred is equaled by the madness of the destruction they design. We have found diagrams of American nuclear power plants and public water facilities, detailed instructions for making chemical weapons, surveillance maps of American cities, and thorough descriptions of landmarks in America and throughout the world.
- 14 What we have found in Afghanistan confirms that, far from ending there, our war against terror is only beginning. Most of the 19 men who hijacked planes on September the 11th were trained in Afghanistan's camps. And so were tens of thousands of others. Thousands of dangerous killers, schooled in the methods of murder, often supported by outlaw regimes, are now spread throughout the world like ticking time bombs, set to go off without warning.
- 15 Thanks to the work of our law enforcement officials and coalition partners, hundreds of terrorists have been arrested, yet tens of thousands of trained terrorists are still at large. These enemies view the entire world as a battlefield, and we must pursue them wherever they are. So long as training camps operate, so long as nations harbor terrorists, freedom is at risk and America and our allies must not, and will not, allow it.
- 16 Our nation will continue to be steadfast, and patient and persistent in the pursuit of two great objectives. First, we will shut down terrorist camps, disrupt terrorist plans and bring terrorists to justice. And second, we must prevent the terrorists and regimes who seek chemical, biological or nuclear weapons from threatening the United States and the world....



**4. Part A Question:** What does the word **coalition** refer to as it is used in the passage?

- a. group of soldiers
- b. foreign nations
- c. bounty hunters
- d. wartime allies

**Part B Question:** Based on the information in the passage, what is it most important that a coalition partner do?

- a. rebuild the Pentagon
- b. disrupt terrorist networks
- c. comfort and provide for victims
- d. arrest terrorists in the US

**5. Part A Question:** Which of the following is likely to have the strongest emotional appeal for the audience?

- a. Paragraphs 2-3
- b. Paragraphs 4-7
- c. Paragraphs 10-11
- d. Paragraphs 13-14

**Part B Question:** Select three reasons to support your answer to Part A above.

- a. This section contains events that most Americans can relate to.
- b. The related events have a cumulative emotional effect on the listener.
- c. The reader finds irony in the description, which leads to suspense.
- d. The imagery in the description is affecting to most listeners.
- e. The powerful language imparts a sense of justice to the claim.
- f. The language used is hopeful and suggests further improvements in the future.
- g. The pejorative language increases the listener's anger about the details.
- h. The repetition of certain words reinforces the feeling of certainty.

**6. Part A Question:** Select from the list to describe the organization of the different sections of text. Select sections of the text from Column B and associate them with the argument text structures.

<b>Argument Text Structures</b>
A. Call to action
B. Setting the context
C. Taking a stand
D. Establishment of credibility
E. Examples to support thesis
F. Refutation of audience’s arguments
G. Introduction of thesis

<b>PART A: Argument Text Structures</b>	<b>PART B: Events in Text</b>

**Part B:** Drag and drop one event in the text for each of the argument text structures named.

<b>Events in Text</b>
A. Welcome to attendees
B. List of accomplishments since 9/11
C. Introduction of Harmid Karzai and Dr. Sima Samar
D. Description of changes for Afghanistan’s women
E. Praise for the men and women in the armed forces
F. Introduction of Shannon Spann and victims of 9/11
G. Description of discoveries of terrorist documents in Afghanistan
H. Thanks to coalition partners and description of further needs
I. Statement of goals and objectives for future

## Markup for Step-Through

1. **Part A Question:** What does the term **ostrich isolationism** refer to?

- a. avoiding international conflict
- b. throwing one's weight around
- c. being assertive in securing borders
- d. remaining engaged in foreign affairs

- This is a complicated technological term, but it can be determined based on context and based on what students already know about ostriches.
- Ask students what they know about ostriches. If they don't offer this tidbit already, mention that there is a popular myth that when ostriches sense danger, they bury their heads in the sand. This is not true, but people use that reference often.
- Also ask them to think about what "isolationism" probably means, based on the word "isolation."
- Explain that that information about ostriches will come in very handy as they figure out the meaning.
- What we already know about the word will help us along here. We know that people say ostriches bury their heads in the sand when danger is around. **What is the effect of burying your head - how does that make you feel? (Some will say "dirty," but get to the idea of being alone - you can't see anyone or talk to anyone.) Is this an effective way to deal with danger? (No.)**
- The rest of the word is "isolationism." This also relates to being alone. When you're isolated, you're very alone.
- Next, go back to paragraphs 4-5. Have students circle "ostrich isolationism" and highlight or underline words that help them figure out the meaning.
- **Note:** Students at grade 11 will have many different ways for highlighting for meaning. This is one example:

16 But I do not think that any of us Americans can be content with mere survival. Sacrifices that we and our allies are making impose upon us all a sacred obligation to see to it that out of this war we and our children will gain something better than mere survival.

17 We are united in determination that this war shall not be followed by another interim which leads to new disaster—that we shall not repeat the tragic errors of ostrich isolationism—that we shall not repeat the excesses of the wild twenties when this nation went for a joy ride on a roller coaster which ended in a tragic crash.

- We underlined mere survival – this idea that hiding and not fighting would help us stay safe, but not make us win. This is going to be important.
- We underlined information about an “interim which leads to new disaster.” Perhaps that was the “burying our head” – maybe that’s when we weren’t paying attention to the situations that were going on all over the world.
- We also underlined the last line. Here it appears that this is right – while trouble was happening elsewhere, we were having a party. Ask students if they’ve heard of the “roaring twenties.” That ended in the beginning of the Great Depression.
- Let’s look at the answer choices now.
  - o a. avoiding international conflict This is the only one that has to do with hiding out. It also seems to go with what we pulled from the context – that we didn’t get involved when we should have.
  - o b. throwing one’s weight around This doesn’t make sense – Roosevelt is complaining that we didn’t do enough instead of fighting as we should have.
  - o c. being assertive in securing borders Same here – we were not assertive. Instead we buried our heads in the ground!
  - o d. remaining engaged in foreign affairs Same here – we were not assertive. Instead we buried our heads in the ground!
- Thus, the answer is A.

**Part B Question:** What is the intended effect of the term **ostrich isolationism**?

- a. It is rousing to supporters of ostrich isolationism, suggesting that they deftly avoid harm’s way.
- b. It is insulting to proponents of ostrich isolationism, insinuating that they bury their heads in the ground.
- c. It is offensive to detractors of ostrich isolationism, suggesting that the argument carries a great deal of import.
- d. It is infuriating to opponents of ostrich isolationism, insinuating that running away is a better answer than fighting.

- This question does not ask us about the context, but about the effect! What does the effect sound like to you? Does it sound encouraging, or accusatory? Does it sound insulting or accurate? (Get answers from students.)
- Step through the answer choices.
  - a. It is rousing to supporters of ostrich isolationism, suggesting that they deftly avoid harm’s way. We can cross this one off because Roosevelt is using the term in a negative way and this statement gives the meaning a positive connotation.
  - b. It is insulting to proponents of ostrich isolationism, insinuating that they bury their heads in the ground. This is the best answer – Roosevelt uses the

term to characterize isolationists - people who don't want to get involved - as unwieldy, cowardly birds.

- c. It is offensive to detractors of ostrich isolationism, suggesting that the argument carries a great deal of import. **This sounds like a good answer, but when you pull apart the meaning, it doesn't make much sense.**
- d. It is infuriating to opponents of ostrich isolationism, insinuating that running away is a better answer than fighting. **This is exactly the opposite - Roosevelt is suggesting that we face the problems of the world head on instead of hiding ourselves away and pretending nothing is wrong.**

2. Below are five claims introduced in the first paragraphs of Roosevelt's State of the Union address.

### Claims

International peace leads to national security.
<b>Peace cannot be achieved when the parties are not honest and sincere in the effort.</b>
<b>One nation cannot fight this war alone.</b>
We must temporarily sacrifice some of our freedom to preserve our future freedom.
<b>Our approach in this war is based on what we have learned in previous wars.</b>

### Part A

Highlight the claim that appears most prominently in paragraphs 5, 6, and 7 of the speech.

- **First, have students look at each claim and highlight where it appears in paragraphs 5, 6, and 7.**

5	<b>We are united in determination</b> that this war shall not be followed by another interim which leads to new disaster—that we shall not repeat the tragic errors of ostrich isolationism—that we shall not repeat the excesses of the wild twenties when this nation went for a joy ride on a roller coaster which ended in a tragic crash.
6	When Mr. Hull went to Moscow in October, and when I went to Cairo and Tehran in November, we knew that we were in agreement with our allies in our common determination to fight and win this war. But there were many vital questions concerning the future peace, and they were discussed in an atmosphere of complete candor and harmony.
7	In the last war such discussions, such meetings, did not even begin until the shooting had stopped and the delegates began to assemble at the peace table. There had been no previous opportunities for man-to-man discussions which lead to meetings of minds. The result was a peace which was not a peace.

- **By volume, it appears that the last claim - "Our approach in this war is based on what we have learned in previous wars." - is the most prominent in these three paragraphs. In fact, all of paragraph 6 is a counterexample to this claim, which works to also support that claim. Therefore, claim 5 is the correct choice.**

- Remind students that they will not earn a point for Part A or for Part B if they did not make the correct selection of the claim. It is important that they look carefully before they select.

### Part B

Click on five words or phrases within paragraphs 5-7 that help the president support this initial claim.

- We already highlighted some sections of text that support the claim. Since this is a TECR, students will be limited in what they can select - they will have isolated words and phrases to choose from. Here, have them select the strongest examples of language to support the claim and circle them.

- 5 We are united in determination that this war shall not be followed by another interim which leads to new disaster—that we shall not repeat the tragic errors of ostrich isolationism—that we shall not repeat the excesses of the wild twenties when this nation went for a joy ride on a roller coaster which ended in a tragic crash.
- 6 When Mr. Hull went to Moscow in October, and when I went to Cairo and Tehran in November, we knew that we were in agreement with our allies in our common determination to fight and win this war. But there were many vital questions concerning the future peace, and they were discussed in an atmosphere of complete candor and harmony.
- 7 In the last war such discussions, such meetings, did not even begin until the shooting had stopped and the delegates began to assemble at the peace table. There had been no previous opportunities for man-to-man discussions which lead to meetings of minds. The result was a peace which was not a peace.

- Based on what we underlined, good examples of strong diction to support the claim are the phrases: *another interim, disaster, tragic errors, ostrich isolationism, tragic crash, joy ride, man-to-man discussions, meetings of the minds.* Any 5 of these would be sufficient.

**3. Part A Question:** Which statement below is implied by this line?

Sacrifices that we and our allies are making impose upon us all a sacred obligation to see to it that out of this war we and our children will gain something better than mere survival.

- a. The challenges of war are well worth the price.
- b. This war is terrible, but we will emerge stronger.
- c. Although we are suffering, we will not give up.
- d. It is unlikely that our children will be able to survive this war.

- Ask students to read the sentence and figure out what is being implied by the statement. (The statement says that we are going to have to make sacrifices so that we actually win and don't just survive.) Look for an example that matches closely to the stated implications.
  - a. The challenges of war are well worth the price. This is expressly not what is implied by this statement. The sacrifices are awful and they are not worth the price of war. That's why they must get something more than just survival.
  - b. This war is terrible, but we will emerge stronger. This is what is implied: Roosevelt is hoping that we emerge stronger and better able to deal with wars of the future. This is the best answer.
  - c. Although we are suffering, we will not give up. This is also not what is implied by this statement. The sacrifices must add up to something larger than survival. If we just hold on and don't give up, that is the definition of survival.
  - d. It is unlikely that our children will be able to survive this war. There is little to support this statement, and it is not implied by what Roosevelt says.
- Thus, the best answer is B.

**Part B Question:** Which detail from the excerpt above provides the best evidence for the answer to Part A?

- a. "Sacrifices that we and our allies are making..."
- b. "...impose upon us all a sacred obligation"
- c. "...to see to it that out of this war..."
- d. "...will gain something better than mere survival."

- Remind students that they will not earn a point for Part B if they did not get Part A right. Therefore, they need to be careful in Part A to select the correct answer.
- For Part B, the best answer is D because this is where the implication is made: it is in gaining strength and a bright future after the sacrifices are made.

4. **Part A Question:** What does the word **coalition** refer to as it is used in the passage?

- group of soldiers
- foreign nations
- bounty hunters
- wartime allies

- The word *coalition* appears three times in the passage. Students may know the word *coalition*, or they may be able to pull it apart from its etymology (co- is together, coal- as in *coalesce*). However, in Part B, students will have to draw support from its appearance in the text.
- Have students underline or highlight clues in each of the places where the word appears:
  - o In paragraph 2

We last met in an hour of shock and suffering. In four short months, our nation has comforted the victims, begun to rebuild New York and the Pentagon, rallied a great coalition, captured, arrested and rid the world of thousands of terrorists, destroyed Afghanistan's terrorist training camps, saved a people from starvation and freed a country from brutal oppression.

- o In paragraph 7

Our progress is a tribute to the spirit of the Afghan people, to the resolve of our coalition and to the might of the United States military.

- o And paragraph 15

Thanks to the work of our law enforcement officials and coalition partners, hundreds of terrorists have been arrested, yet tens of thousands of trained terrorists are still at large. These enemies view the entire world as a battlefield, and we must pursue them wherever they are. So long as training camps operate, so long as nations harbor terrorists, freedom is at risk and America and our allies must not, and will not, allow it.



- In **paragraph 2**, we know that a coalition was rallied. When do we normally rally things? What is a rally? (When we are trying to get people excited to do something.) What were we probably trying to do or rally people to do after the 9/11 attacks? (Fight terrorism.) Ok, so now we can suppose that the coalition was rallied to fight terrorism.
- In **paragraph 7**, we see that the progress, ostensibly in fighting terrorism, is a tribute to the coalition. So maybe these are the people who are fighting terrorism. Who would that be? (Police, the military, other countries)
- In **paragraph 15**, we see that the law enforcement officials - the police and military - are not included in the coalition. This means it is probably partners in fighting terror - other countries, for example. Let's see if any of the answers matches that meaning.
  - a. group of soldiers We already ruled out the military because of paragraph 15.
  - b. foreign nations While this is almost right, there are many foreign nations that were not our allies at that time. This is too inclusive to be correct.
  - c. bounty hunters There is really no support for this answer in the text. Although bounty hunters work outside of law enforcement, it's unlikely that President Bush would have been thanking any bounty hunters for their work after 9/11.
  - d. wartime allies This is the most likely answer for coalition - it's a group of people who have dedicated themselves to fighting with the United States in the war on terror.
- Based on this, the answer is D.

**Part B Question:** Based on the information in the passage, what is it most important that a coalition partner do?

- a. rebuild the Pentagon
  - b. disrupt terrorist networks
  - c. comfort and provide for victims
  - d. arrest terrorists in the US
- For this answer, we can look back at paragraph 15. We know that hundreds of terrorists were arrested by law enforcement officials and coalition partners. They were not responsible for helping to rebuild the Pentagon, nor to comfort and provide for the victims of 9/11. That leaves just b and d.
  - If these are foreign allies, they would be able to disrupt terrorist networks around the world. They would not be able to arrest any terrorists in the US - that is our job.
  - Based on this, the best answer is B.

**5. Part A Question:** Which of the following is likely to have the strongest emotional appeal for the audience?

- a. Paragraphs 2-3
- b. Paragraphs 4-7
- c. Paragraphs 10-11
- d. Paragraphs 13-14

- We know that emotional appeals are created using personal stories that appeal to our sympathy. The best example for this in the text is the story of Shannon Spann and her husband, Micheal. Those appear in paragraphs 10-11.
- We can double-check other paragraphs, but no other sections contain as strongly emotional appeals.
- Here is a possible markup - the emotional appeals are marked in blue highlight.

- 17 Mr. Speaker, Vice President Cheney, members of Congress, distinguished guests, fellow citizens, as we gather tonight, our nation is at war, our economy is in recession and the civilized world faces unprecedented dangers. Yet the state of our union has never been stronger.
- 18 We last met in an hour of **shock and suffering**. In four short months, our nation has **comforted the victims**, begun to rebuild New York and the Pentagon, rallied a great coalition, captured, arrested and rid the world of thousands of terrorists, destroyed Afghanistan's terrorist training camps, **saved a people from starvation** and **freed a country from brutal oppression**.
- 19 The American flag flies again over our embassy in Kabul. Terrorists who once occupied Afghanistan now occupy cells at Guantanamo Bay. And terrorist leaders who urged followers to sacrifice their lives are running for their own.
- 20 America and Afghanistan are now allies against terror. We will be partners in rebuilding that country. And this evening we welcome the distinguished interim leader of a liberated Afghanistan: Chairman Hamid Karzai.
- 21 The last time we met in this chamber, **the mothers and daughters of Afghanistan were captives in their own homes, forbidden from working or going to school**.
- 22 Today women are free, and are part of Afghanistan's new government. And we welcome the new minister of women's affairs, Dr. Sima Samar.
- 23 Our progress is a tribute to the spirit of the Afghan people, to the resolve of our coalition and to the might of the United States military.
- 24 When I called our troops into action, I did so with complete confidence in their courage and skill. And tonight, thanks to them, we are winning the war on terror.
- 25 The men and women of our armed forces have delivered a message now clear to every enemy of the United States: Even 7,000 miles away, across oceans and continents, on mountaintops and in caves you will not escape the justice of this nation.
- 26 For many Americans, these four months have brought **sorrow and pain that will**

never completely go away. Every day a retired firefighter returns to Ground Zero to feel closer to his two sons who died there. At a memorial in New York, a little boy left his football with a note for his lost father: "Dear Daddy, please take this to Heaven. I don't want to play football until I can play with you again someday." Last month, at the grave of her husband, Micheal, a CIA officer and Marine who died in Mazar-e Sharif, Shannon Spann said these words of farewell: "*Semper fi*, my love." Shannon is with us tonight.

- 27 Shannon, I assure you and all who have lost a loved one that our cause is just, and our country will never forget the debt we owe Micheal and all who gave their lives for freedom.
- 28 Our cause is just, and it continues. Our discoveries in Afghanistan confirmed our worst fears and showed us the true scope of the task ahead. We have seen the depth of our enemies' hatred in videos where they laugh about the loss of innocent life.
- 29 And the depth of their hatred is equaled by the madness of the destruction they design. We have found diagrams of American nuclear power plants and public water facilities, detailed instructions for making chemical weapons, surveillance maps of American cities, and thorough descriptions of landmarks in America and throughout the world.
- 30 What we have found in Afghanistan confirms that, far from ending there, our war against terror is only beginning. Most of the 19 men who hijacked planes on September the 11th were trained in Afghanistan's camps. And so were tens of thousands of others. Thousands of dangerous killers, schooled in the methods of murder, often supported by outlaw regimes, are now spread throughout the world like ticking time bombs, set to go off without warning.
- 31 Thanks to the work of our law enforcement officials and coalition partners, hundreds of terrorists have been arrested, yet tens of thousands of trained terrorists are still at large. These enemies view the entire world as a battlefield, and we must pursue them wherever they are. So long as training camps operate, so long as nations harbor terrorists, freedom is at risk and America and our allies must not, and will not, allow it.
- 32 Our nation will continue to be steadfast, and patient and persistent in the pursuit of two great objectives. First, we will shut down terrorist camps, disrupt terrorist plans and bring terrorists to justice. And second, we must prevent the terrorists and regimes who seek chemical, biological or nuclear weapons from threatening the United States and the world...

**Part B Question:** Select three reasons to support your answer to Part A above.

- a. This section contains events that most Americans can relate to.
- b. The related events have a cumulative emotional effect on the listener.
- c. The reader finds irony in the description, which leads to suspense.
- d. The imagery in the description is affecting to most listeners.
- e. The powerful language imparts a sense of justice to the claim.
- f. The language used is hopeful and suggests further improvements in the future.
- g. The pejorative language increases the listener's anger about the details.
- h. The repetition of certain words reinforces the feeling of certainty.

- For this question, students must evaluate the rationale for the emotional appeals, further examining the rhetoric used. If we return to paragraphs 10-11, where most of the emotional language was used, we can see more clearly for our analysis.

- 10 For many Americans, these four months have brought sorrow and pain that will never completely go away. **Here he is trying to connect to those who have lost someone or felt loss in response to 9/11.** Every day a retired firefighter returns to Ground Zero to feel closer to his two sons who died there. At a memorial in New York, a little boy left his football with a note for his lost father: "Dear Daddy, please take this to Heaven. I don't want to play football until I can play with you again someday." **This imagery is strong and appeals to all parents.** Last month, at the grave of her husband, Micheal, a CIA officer and Marine who died in Mazar-e Sharif, Shannon Spann said these words of farewell: "*Semper fi*, my love." Shannon is with us tonight.
- 11 Shannon, I assure you and all who have lost a loved one that our cause is just, and our country will never forget the debt we owe Micheal and all who gave their lives for freedom.

Have students highlight or mark the examples that seem to work with this section of the text:

- a. This section contains events that most Americans can relate to. **True**
- b. The related events have a cumulative emotional effect on the listener. **True**
- c. The reader finds irony in the description, which leads to suspense. **You may be able to read irony into the exchanges of the boy and his dead father or Shannon and her dead husband, but it does not lead to suspense.**
- d. The imagery in the description is affecting to most listeners. **True**
- e. The powerful language imparts a sense of justice to the claim. **Justice is in the following paragraph, but does not make as much of an appearance here.**
- f. The language used is hopeful and suggests further improvements in the future. **This language is not hopeful - it's a looking back at the tragedy, but not yet a looking forward.**
- g. The pejorative language increases the listener's anger about the details. **There is no pejorative language in here, and nothing is designed to anger.**
- h. The repetition of certain words reinforces the feeling of certainty. **There is little repetition, and certainly none use to effect.**
  - **Based on this, the correct answers are A, B, and D.**
  - **Remind students that to earn the point for this question, they would need to get Part A correct AND all three correct answers for Part B.**

**6. Part A Question:** Select from the list to describe the organization of the different sections of text. Select sections of the text from Column B and associate them with the argument text structures.

<b>Argument Text Structures</b>
H. Call to action
I. Setting the context
J. Taking a stand
K. Establishment of credibility
L. Examples to support thesis
M. Refutation of audience’s arguments
N. Introduction of thesis

<b>PART A: Argument Text Structures</b>	<b>PART B: Events in Text</b>

- For this question, students will need to analyze the rhetoric by which President Bush organized the speech. The best thing to do here is to mark up the whole speech using the devices listed at the top.
- There are only 5 spaces under Argument Text Structures, so you will only need to find 5 devices and list them in order under Part A.
- Note: If you look at the events in Part B, it is a good idea to highlight them because they will be correlated to the Part A rhetorical devices.

**from the Transcript of President George W. Bush's first State of the Union address, delivered to Congress**

**Jan 29, 2002**

1 **WELCOME TO ATTENDEES** Mr. Speaker, Vice President Cheney, members of Congress, distinguished guests, fellow citizens, as we gather tonight, our nation is at war, our economy is in recession and the civilized world faces unprecedented dangers. Yet the state of our union has never been stronger.

2 **LIST OF ACCOMPLISHMENTS** We last met in an hour of shock and suffering. In four short months, our nation has comforted the victims, begun to rebuild New York

and the Pentagon, rallied a great coalition, captured, arrested and rid the world of thousands of terrorists, destroyed Afghanistan's terrorist training camps, saved a people from starvation and freed a country from brutal oppression. **Setting the context.**

3 The American flag flies again over our embassy in Kabul. Terrorists who once occupied Afghanistan now occupy cells at Guantanamo Bay. And terrorist leaders who urged followers to sacrifice their lives are running for their own.

4 **INTRODUCTION OF KARZAI** America and Afghanistan are now allies against terror. We will be partners in rebuilding that country. And this evening we welcome the distinguished interim leader of a liberated Afghanistan: Chairman Hamid Karzai.

#### **Establishment of credibility**

5 The last time we met in this chamber, the mothers and daughters of Afghanistan were captives in their own homes, forbidden from working or going to school.

6 Today women are free, and are part of Afghanistan's new government. And we welcome the new minister of women's affairs, Dr. Sima Samar.

7 Our progress is a tribute to the spirit of the Afghan people, to the resolve of our coalition and to the might of the United States military.

8 When I called our troops into action, I did so with complete confidence in their courage and skill. And tonight, thanks to them, we are winning the war on terror.

9 The men and women of our armed forces have delivered a message now clear to every enemy of the United States: Even 7,000 miles away, across oceans and continents, on mountaintops and in caves you will not escape the justice of this nation.

10 **INTRODUCTION OF SHANNON SPANN AND VICTIMS** For many Americans, these four months have brought sorrow and pain that will never completely go away. Every day a retired firefighter returns to Ground Zero to feel closer to his two sons who died there. At a memorial in New York, a little boy left his football with a note for his lost father: "Dear Daddy, please take this to Heaven. I don't want to play football until I can play with you again someday." Last month, at the grave of her husband, Micheal, a CIA officer and Marine who died in Mazar-e Sharif, Shannon Spann said these words of farewell: "*Semper fi*, my love." Shannon is with us tonight.

11 Shannon, I assure you and all who have lost a loved one that our cause is just, and our country will never forget the debt we owe Micheal and all who gave their lives for freedom.

12 **DESCRIPTION OF TERRORIST ACTIVITIES** Our cause is just, and it continues. Our discoveries in Afghanistan confirmed our worst fears and showed us the true scope of the task ahead. We have seen the depth of our enemies' hatred in videos where they laugh about the loss of innocent life. **Taking a stand**

13 And the depth of their hatred is equaled by the madness of the destruction they design. We have found diagrams of American nuclear power plants and public water facilities, detailed instructions for making chemical weapons, surveillance maps of American cities, and thorough descriptions of landmarks in America and throughout the world.

14 What we have found in Afghanistan confirms that, far from ending there, our war against terror is only beginning. Most of the 19 men who hijacked planes on September the 11th were trained in Afghanistan's camps. And so were tens of thousands of others. Thousands of dangerous killers, schooled in the methods of murder, often supported by outlaw regimes, are now spread throughout the world like ticking time bombs, set to go off without warning.

15 **THANKS AND NEEDS** Thanks to the work of our law enforcement officials and coalition partners, hundreds of terrorists have been arrested, yet tens of thousands of trained terrorists are still at large. These enemies view the entire world as a battlefield, and we must pursue them wherever they are. So long as training camps operate, so long as nations harbor terrorists, freedom is at risk and America and our allies must not, and will not, allow it. **Call to action**

16 **GOALS AND OBJECTIVES** Our nation will continue to be steadfast, and patient and persistent in the pursuit of two great objectives. First, we will shut down terrorist camps, disrupt terrorist plans and bring terrorists to justice. And second, we must prevent the terrorists and regimes who seek chemical, biological or nuclear weapons from threatening the United States and the world.... **Introduction of thesis**

- Students will be able to fill in the chart based on what they labeled in the passage.

**Part B:** Drag and drop one event in the text for each of the argument text structures named.

<b>PART A: Argument Text Structures</b>	<b>PART B: Events in Text</b>
B. Setting the context	
D. Establishment of credibility	
C. Taking a stand	
A. Call to action	
G. Introduction of thesis	

<b>Events in Text</b>
J. Welcome to attendees
K. List of accomplishments since 9/11
L. Introduction of Harmid Karzai and Dr. Sima Samar
M. Description of changes for Afghanistan’s women
N. Praise for the men and women in the armed forces
O. Introduction of Shannon Spann and victims of 9/11
P. Description of discoveries of terrorist documents in Afghanistan
Q. Thanks to coalition partners and description of further needs
R. Statement of goals and objectives for future



- Next, have students complete the chart with what they labeled in the marked up passage.

<b>PART A: Argument Text Structures</b>	<b>PART B: Events in Text</b>
B. Setting the context	B. List of accomplishments since 9/11
D. Establishment of credibility	C. Introduction of Harmid Karzai and Dr. Sima Samar
C. Taking a stand	G. Description of discoveries of terrorist documents in Afghanistan
A. Call to action	H. Thanks to coalition partners and description of further needs
G. Introduction of thesis	I. Statement of goals and objectives for future