

# Inspect

# CCR Performance Tasks

**ELA Grades 9-10: Writing About Informational Text**  
**The Berlin Wall**



## Inspect offers the following assessment products:

<b>Content Bank for English/Language Arts and Math</b> Grades 2 – High School	<ul style="list-style-type: none"> <li>More than 36,000 items</li> <li>More 1500 complex texts, including authentic permissioned texts</li> <li>Includes Literacy in History, Social Science, Science, and Technical Subjects</li> </ul>
<b>Quick Checks for English/Language Arts and Math</b> Grades 2 – High School	<ul style="list-style-type: none"> <li>Fixed-form assessments with five to seven items including constructed response</li> <li>Key instructional concepts embedded in standards (clusters for Math, staircase of text complexity for ELA)</li> </ul>
<b>Focused Interim Assessments for English/Language Arts and Math</b> Grades 3 – High School	<ul style="list-style-type: none"> <li>Prebuilt assessments with up to 15 items that focus on groups of related standards within a Claim or domain</li> <li>More focused than summative assessments</li> <li>Flexible and customizable</li> <li>Mirrors SBAC IAB blueprints</li> </ul>
<b>NGSS Formative Assessments</b> Grades 5 – High School	<ul style="list-style-type: none"> <li>Prebuilt assessments with items linked to experimental contexts that assess the three dimensions of science learning</li> <li>Flexible and customizable</li> <li>Addresses the California Course Models and NGSS Bundles</li> </ul>
<b>Observational Tasks for English/Language Arts and Math</b> Grades K - 1	<ul style="list-style-type: none"> <li>Developmentally appropriate for individual students and small groups</li> </ul>

Inspect Assessment Content is available through a variety of assessment administration and data analysis platforms.

## Inspect assessment content offers these benefits:

**Native college- and career-ready and NGSS content** prepares students to meet their post-secondary goals. Content re-aligned from legacy standards cannot do this.

**Content that addresses your scope and sequence** so that your assessments do not waste valuable instruction time



**Professional development embedded** within content that

- shows the relationship between specific skills and higher-order thinking
- includes authentic, permissioned texts of appropriate complexity
- and documents student progress using DOK and learning progressions

**Help for teachers addressing the instructional shifts** with content that elicits evidence of learning from each response

# CCR Performance Tasks

## ELA Grades 9-10: Writing About Informational Text

### The Berlin Wall

Student Test Booklet

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

## PART 1

**Directions:** Follow your teacher’s directions and answer the questions in the test booklet.

---

### Remarks at the Rudolph Wilde Platz

June 26, 1963

by President John F. Kennedy

*After World War II, Germany was divided into two countries: one, East Germany, part of the Soviet communist bloc, and the other, West Germany, allied to the United States and Western European countries. Berlin itself, surrounded by East German territory, was divided in two. In 1961, the communist government erected a wall between East and West Berlin. The Berlin Wall was a visible symbol of the division between Communism in Eastern Europe and democracy in the West. President Kennedy spoke to a huge crowd at the Rudolphe Wilde Platz, close to the Berlin Wall.*

I am proud to come to this city as the guest of your distinguished mayor, who has symbolized throughout the world the fighting spirit of West Berlin. And I am proud to visit the Federal Republic with your distinguished Chancellor who for so many years has committed Germany to democracy and freedom and progress, and to come here in the company of my fellow American, General Clay, who has been in this city during its great moments of crisis and will come again if ever needed.

Two thousand years ago, the proudest boast was “Civis Romanus sum.”<sup>1</sup> Today, in the world of freedom, the proudest boast is “Ich bin ein Berliner.”<sup>2</sup>

I appreciate my interpreter translating my German!

There are many people in the world who really don't understand, or say they don't, what is the great issue between the free world and the Communist world. Let them come to Berlin. There are some who say that communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the Communists. Let them come to Berlin. And there are even a few who say that it is true that communism is an evil system, but it permits us to make economic progress. Lass' sie nach Berlin kommen. Let them come to Berlin.

Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our people in, to prevent them from leaving us. I want to say, on behalf of my countrymen, who live many miles away on the other side of the Atlantic, who are far distant from you, that they take the greatest pride that they have been able to share with you, even from a distance, the story of the last 18 years. I know of no town, no city, that has been besieged for 18 years that still lives with the vitality and the force, and the hope and the determination of the city of West Berlin.<sup>3</sup> While the wall is the most obvious and vivid demonstration of the failures of the Communist system, for all the world to see, we take no satisfaction in it, for it is, as your mayor has said, an offense not only against history but an offense against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together.

What is true of this city is true of Germany--real, lasting peace in Europe can never be assured as long as one German out of four is denied the elementary right of free men, and that is to make a free choice. In 18 years of peace and good faith, this generation of Germans has earned the right to be free, including the right to unite their families and their nation in lasting peace, with good will to all people. You live in a defended island of freedom, but your life is part of the main. So let me ask you as I close, to lift your eyes

---

<sup>1</sup> I am a Roman citizen.

<sup>2</sup> I am a Berliner.

<sup>3</sup> Since the end of World War II in 1945, West Berlin was surrounded by the territory of communist East Berlin.

## Grade 9-10: Writing About Informational Text

---

beyond the dangers of today, to the hopes of tomorrow, beyond the freedom merely of this city of Berlin, or your country of Germany, to the advance of freedom everywhere, beyond the wall to the day of peace with justice, beyond yourselves and ourselves to all mankind.

Freedom is indivisible, and when one man is enslaved, all are not free. When all are free, then we can look forward to that day when this city will be joined as one and this country and this great Continent of Europe in a peaceful and hopeful globe. When that day finally comes, as it will, the people of West Berlin can take sober satisfaction in the fact that they were in the front lines for almost two decades.

All free men, wherever they may live, are citizens of Berlin, and, therefore, as a free man, I take pride in the words "Ich bin ein Berliner."

## Option A

**Directions:** Reread the speech and prepare for a discussion of its purpose and the rhetoric Kennedy uses to support that purpose. Use the space below to keep notes during the discussion.

---

### Notes

## Option B

**Directions:** Answer these questions about the speech.

---

**1. What does the Berlin Wall represent for Kennedy?**

---

---

**Text support**

---

---

**2. Why is Kennedy proud to call himself a Berliner?**

---

---

**Text support**

---

---

**3. What are some of the rhetorical devices that Kennedy uses in the speech?**

---

---

**4. What is Kennedy's purpose in this speech?**

---

---

### Option C

**Directions:** Fill out the chart below to show the central idea of the speech and how Kennedy supports that idea. Include the paragraph numbers for the supporting details. You may use some of the boxes or all of the boxes, or add more boxes.

---

<b>Central Idea</b>	<b>Supporting Detail:</b>       <b>Paragraph(s):</b>
	<b>Supporting Detail:</b>       <b>Paragraph(s):</b>
	<b>Supporting Detail:</b>       <b>Paragraph(s):</b>



## Option E

**Directions:** You will watch a film of Kennedy’s speech and then discuss it. As you watch, think about what makes Kennedy an effective speaker and how his delivery of the speech impacts its meaning. Use the space below to keep notes to prepare for the discussion.

---

### Notes

## PART 2

**Directions:** Follow your teacher's directions and answer the questions in the test booklet.

---

**Remarks on East-West Relations at the Brandenburg Gate in West Berlin**  
**June 12, 1987**  
**by President Ronald Reagan**

*In 1987, at a time when the Soviet Union was undergoing transformation, President Reagan delivered a speech in front of the Brandenburg Gate; this symbol of the city had been rendered inaccessible by the construction of the Berlin Wall.*

Twenty-four years ago, President John F. Kennedy visited Berlin, speaking to the people of this city and the world at the city hall. Well, since then, two other presidents have come, each in his turn, to Berlin. And today, I, myself, make my second visit to your city.

We come to Berlin, we American presidents, because it's our duty to speak in this place of freedom. But I must confess, we're drawn here by other things as well; by the feeling of history in this city—more than 500 years older than our own nation; by the beauty of the Grunewald and the Tiergarten<sup>4</sup>; most of all, by your courage and determination....

Our gathering today is being broadcast throughout Western Europe and North America. I understand that it is being seen and heard as well in the East. To those listening throughout Eastern Europe, I extend my warmest greetings and the good will of the American people. To those listening in East Berlin, a special word: Although I cannot be with you, I address my remarks to you just as surely as to those standing here before me. For I join you, as I join your fellow countrymen in the West, in this firm, this unalterable belief: Es gibt nur ein Berlin<sup>5</sup>.

Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. From the Baltic, south, those barriers cut across Germany in a gash of barbed wire, concrete, dog runs, and guardtowers. Farther south, there may be no visible, no obvious wall. But there remain armed guards and checkpoints all the same—still a restriction on the right to travel, still an instrument to impose upon ordinary men and women the will of a totalitarian state. Yet it is here in Berlin where the wall emerges most clearly; here, cutting across your city, where the news photo and the television screen have imprinted this brutal division of a continent upon the mind of the world. Standing before the Brandenburg Gate, every man is a German separated from his fellow men. Every man is a Berliner, forced to look upon a scar.

President von Weizsacker has said: "The German question is open as long as the Brandenburg Gate is closed." Today I say: As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind.

Yet, I do not come here to lament. For I find in Berlin a message of hope, even in the shadow of this wall, a message of triumph.

In the 1950s Khrushchev predicted: "We will bury you."

But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind—too little food. Even today, the Soviet

<sup>4</sup> The Grunewald is a forest within Berlin, and the Tiergarten is a park.

<sup>5</sup>There is only one Berlin.

## Grade 9-10: Writing About Informational Text

---

Union still cannot feed itself. After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity. Freedom replaces the ancient hatreds among the nations with comity and peace. Freedom is the victor.

And now — now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control.

Are these the beginnings of profound changes in the Soviet state? Or are they token gestures intended to raise false hopes in the West, or to strengthen the Soviet system without changing it? We welcome change and openness; for we believe that freedom and security go together, that the advance of human liberty—the advance of human liberty can only strengthen the cause of world peace.

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace.

General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate.

Mr. Gorbachev, open this gate!

Mr. Gorbachev — Mr. Gorbachev, tear down this wall!

I understand the fear of war and the pain of division that afflict this continent—and I pledge to you my country's efforts to help overcome these burdens. To be sure, we in the West must resist Soviet expansion. So we must maintain defenses of unassailable strength. Yet we seek peace; so we must strive to reduce arms on both sides.

*In the rest of the speech, Reagan continues his calls for arms reductions, affirms U.S. opposition to Soviet aggression, and calls for greater freedom for Berlin.*

## Option A

**Directions:** Reread the speech and prepare for a discussion of its purpose and the rhetoric Reagan uses to support that purpose. Use the space below to keep notes during the discussion.

---

### Notes

## Option B

**Directions:** Answer these questions about the excerpt.

---

### 1. What is Reagan's attitude towards Communism?

---

---

**Text support:**

---

---

### 2. Why is Berlin important to Reagan?

---

---

**Text support:**

---

---

**3. Why is Reagan optimistic about the future?**

---

---

**Text support:**

---

---

**4. What are some of the rhetorical devices that Reagan uses in the speech?**

---

---



**PART 3**

**Directions:** Reread the texts from parts 1 and 2 and fill out the organizer.

---

	<b>Kennedy</b>	<b>Reagan</b>
<b>Attitude Towards Berlin</b>	<b>Text support:</b>	<b>Text support:</b>
<b>Attitude Towards Communism</b>	<b>Text support:</b>	<b>Text support:</b>

## EXTENDED WRITING PROMPT

**Directions:** Reread the texts and review your notes and responses to the earlier parts of this task. For the extended response, you will write an essay on this topic in the space below.

**Explain whether or not Kennedy’s and Reagan’s speeches at the Berlin Wall share a common purpose and use of rhetoric.**

Your response will be scored using this rubric:

### 4 Point Response

Student will:

- Make a precise, thorough, and insightful comparison of the texts;
- Introduce the topic and organize ideas, concepts, and information to make important connections and distinctions;
- Develop the topic thoroughly by selecting the most significant and relevant facts, details, and quotations;
- Use appropriate and varied transitions to link major sections of the text;
- Use precise language and domain-specific vocabulary;
- Establish and maintain a formal style and objective tone;
- Provide a concluding section which supports the explanation.

### 3 Point Response

Student will:

- Make a clear and accurate comparison of the texts;
- Introduce the topic and organize ideas, concepts, and information;
- Develop the topic by selecting relevant facts, details, and quotations;
- Use appropriate transitions to link major sections of the text;
- Use precise language and domain-specific vocabulary;
- Maintain a formal style and objective tone;
- Provide a concluding section.

### 2 Point Response

Student will:

- Make a comparison of the texts that is partial, lacks clarity, or lacks complete accuracy;
- Fail to provide a clear introduction or organization;
- Use few relevant facts, details, and quotations to develop the topic;
- Use language lacking in precision;
- Fail to maintain a consistent formal tone and objective style;
- Fail to provide a conclusion.

### 1 Point Response

Student will:

- Provide a vague or minimal statement about the one or both texts with some support.

### 0 Point Response:

Student provides no response, or the response is off topic.

Lined writing area for student response.

A large rectangular box containing 20 horizontal lines for writing.

# CCR Performance Tasks

## ELA Grades 9-10: Writing About Informational Text

### The Berlin Wall

Teacher Guide

### Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Remarks at the Rudolph Wilde Platz June 26, 1963\by President John F. Kennedy	Informational Text	768	1410L	2	3	3	3
President Reagan Speech in front of Brandenburg Gate	Informational Text	870	970L	2	3	2	3

### Passage Placement Rationale

Title	Placement Rationale
Remarks at the Rudolph Wilde Platz June 26, 1963\by President John F. Kennedy	<ul style="list-style-type: none"> <li>Although the Kennedy speech is complex, students may already be familiar with it and will receive instructional support as they analyze it.</li> </ul>
President Reagan Speech in front of Brandenburg Gate	<ul style="list-style-type: none"> <li>Students will be asked to compare the content and rhetoric of this speech to Kennedy's speech. The text is of an appropriate complexity as a stimulus for this task.</li> </ul>

## Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	<b>Literary text:</b> May include more than one storyline, and may be difficult to predict. <b>Informational text:</b> Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	<b>Literary text:</b> The text describes experiences common to most readers and has a single theme. <b>Informational text:</b> The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	<b>Literary text:</b> Organization may include subplots or time shifts. <b>Informational text:</b> Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	<b>Literary text:</b> The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. <b>Informational text:</b> The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	<b>Literary text:</b> Organization is intricate. <b>Informational text:</b> Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	<b>Literary text:</b> The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. <b>Informational text:</b> The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

# Table of Contents

About the Teacher Guide.....	3
Overview of Performance Task.....	4
Part 1 Overview.....	6
PROCEDURE for Part 1 .....	8
PROCEDURE for Part 1: Option A.....	9
SCORING RUBRIC for Part 1: Option A.....	9
PROCEDURE for Part 1: Option B.....	11
PROCEDURE for Part 1: Option C.....	11
PROCEDURE for Part 1: Option D.....	12
SCORING RUBRIC for Part 1: Option D.....	12
PROCEDURE for Part 1: Option E.....	13
SCORING RUBRIC for Part 1: Option E.....	13
OPTIONAL EXTENSION ACTIVITIES for Part 1.....	14
Part 2 Overview.....	15
PROCEDURE for Part 2 .....	17
PROCEDURE for Part 2: Option A.....	18
SCORING RUBRIC for Part 2: Option A.....	18
PROCEDURE for Part 2: Option B.....	20
PROCEDURE for Part 2: Option C.....	20
SCORING RUBRIC for Part 2: Option C.....	20
OPTIONAL EXTENSION ACTIVITIES for Part 2.....	21
Part 3 Overview.....	22
PROCEDURE for Part 3 .....	23
PROCEDURE for Part 3: Option A.....	24
PROCEDURE for Part 3: Extended Writing Prompt.....	25
SCORING RUBRIC for Part 3: Extended Writing Prompt.....	25
OPTIONAL EXTENSION ACTIVITIES for Part 3.....	26

## About the Teacher Guide

This document contains support materials for the “Grades 9-10 Writing About Informational Text: The Berlin Wall” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

### PTE25 Grades 9-10 Writing about Informational Text

## DOK Level and Consortia Claims

### DOK Level: 4

This performance task provides evidence to support the following claims:

#### SBAC claims

##### Primary claim

<b>Claim 2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.
---

##### Secondary claims

<b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
--	-------------------

<b>Claim 3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
--	-------------------

#### PARCC claims

##### Primary claim

<b>Major Claim II: Writing</b> —Students write effectively when using and/or analyzing sources.
---

##### Secondary claim

<b>Sub Claim I.2: Reading Informational Text</b> —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
---	-------------------

## Overview of Performance Task

**MAJOR OBJECTIVE:** Students will write an extended writing response to a prompt that asks them to analyze and write about two speeches.

**CORE TASKS:** Read John F. Kennedy’s “Remarks at the Rudolph Wilde Platz” and Ronald Reagan’s “Speech at the Brandenburg Gate.”

### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
LA.9-10.RI.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
LA.9-10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### Grades 9-10: Writing About Informational Text: The Berlin Wall

Two American presidents made significant speeches at the Berlin Wall: John F. Kennedy in 1963, and Ronald Reagan in 1987. This performance task asks students to analyze the speeches and identify similarities in purpose and use of rhetoric.

The task consists of three parts; all parts involve student production of work. Options within each part may be completed independently of one another or consecutively, depending on the instructional and assessment goals. The options include activities that may involve group work or may be completed independently. The parts lead to the major objective of the performance task: to ask students to write explanatory text that draws evidence from informational passages to support an analysis of the purpose and use of rhetoric within the documents.

### TEACHER GUIDE

#### Part 1

#### CORE TASK

Read Kennedy’s “Remarks at the Rudolph Wilde Platz.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

- Discuss the text.

#### Option B

- Answer questions about the text, including identifying text support for the answers.

**Option C**

- Complete an organizer about the main idea and supporting details.

**Option D**

- Analyze a statement from the speech.

**Option E**

- Analyze the filmed version of the speech.

**Part 2****CORE TASK**

Read the excerpt from Reagan's "Speech at the Brandenburg Gate." In addition to the CORE TASK, select one or more of these options:

**Option A**

- Discuss the text, including identifying text support.

**Option B**

- Answer questions about the text, including identifying text support .

**Option C**

- Analyze the reasoning within the speech.

**Part 3****CORE TASK**

Reread the text.

In addition to the CORE TASK, select the writing prompt and Option A, if desired:

**Option A**

- Compare texts in preparation for the writing prompt.

**Extended Writing Prompt**

- Write an extended response in response to a question about both texts.

## Part 1 Overview

Part 1 focuses on John F. Kennedy’s “Remarks at the Rudolph Wilde Platz.” It addresses the following general objective.

**OBJECTIVE:** Analyze the purpose and use of rhetoric in a primary historical document.

Part 1 begins with reading the text. There are five options for student work based on the text. Each option may be completed independently from the others or in combination.

### CORE TASK

Read Kennedy’s “Remarks at the Rudolph Wilde Platz.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

- Discuss the text.

#### Option B

- Answer questions about the text, including identifying text support for the answers.

#### Option C

- Complete an organizer about the main idea and supporting details.

#### Option D

- Analyze the filmed version of the speech.

### STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.9-10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	OPTION A, OPTION B, OPTION C, OPTION D

**SECONDARY STANDARDS ALIGNMENT**

<b>STANDARD ID</b>	<b>STANDARD DESCRIPTION</b>	<b>WHERE ADDRESSED</b>
LA.9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	OPTION A, OPTION B, OPTION D
LA.9-10.RI.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.	OPTION C
LA.7.RI.7 [This earlier standard applies directly.]	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	OPTION E
LA.9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	OPTION A, OPTION B, OPTION C
LA.9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	OPTION A, OPTION E

**PROCEDURE for Part 1****Core Task**

Ask students to read the excerpt from Kennedy's speech.

Before choosing one or more options, provide students with the essential background:

- The larger context for Kennedy's speech is the Cold War between the United States and the Soviet Union. Kennedy's administration opposed the spread of Communism.
- Germany was occupied by the Allied Powers after World War II. Eventually it was divided into West Germany, a prosperous democracy, and East Germany, part of the bloc dominated by the Soviet Union. The city of Berlin itself, surrounded by East German territory, underwent the same
- division. The Berlin Wall was constructed by East Germany to stop emigration to the West German part of the city. It served as a powerful symbol of the barriers between the Soviet bloc countries and the West. It cut off contact between the two sections of Berlin and was guarded by armed soldiers.

Information on Kennedy's visit can be found at <http://www.jfklibrary.org/JFK/JFK-in-History/The-Cold-War-in-Berlin.aspx>.

**PROCEDURE for Part 1: Option A**

After students complete the CORE TASK, organize a classroom discussion about the passage.

Instruct the students to reread the excerpt. They should prepare notes both as they read and during the classroom discussion. Their notes will be used later in the performance task. Tell them that they should be prepared to cite specific text in support of their answers.

**Questions to encourage discussion:**

1. **What does the Berlin Wall represent for Kennedy?** *It represents the failure of Communism; he points out that democracies don't erect walls to keep their citizens in.*

**Text support:** "While the wall is the most obvious and vivid demonstration of the failures of the Communist system, for all the world to see, we take no satisfaction in it, for it is, as your mayor has said, an offense not only against history but an offense against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together."

2. **Why is Kennedy proud to call himself a Berliner?** *For Kennedy, being a Berliner is the equivalent of resisting the tyranny of Communism.*

**Text support:** "All free men, wherever they may live, are citizens of Berlin."

3. **What are some of the rhetorical devices that Kennedy uses in the speech?** *Kennedy uses German phrases to connect with his audience; he repeats "let them come to Berlin" to drive home his point. He uses humor when he thanks his translator.*

4. **What is Kennedy's purpose in this speech?** *His purpose is to support resistance to Communism and to assure his listeners of American support for the effort.*

**SCORING RUBRIC for Part 1: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Organize notes by question or topic;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Organize notes by question or topic;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Minimally organize notes by question or topic;
- Participate in the discussion by asking questions, which may not be relevant, and/or by contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to organize notes by question or topic;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

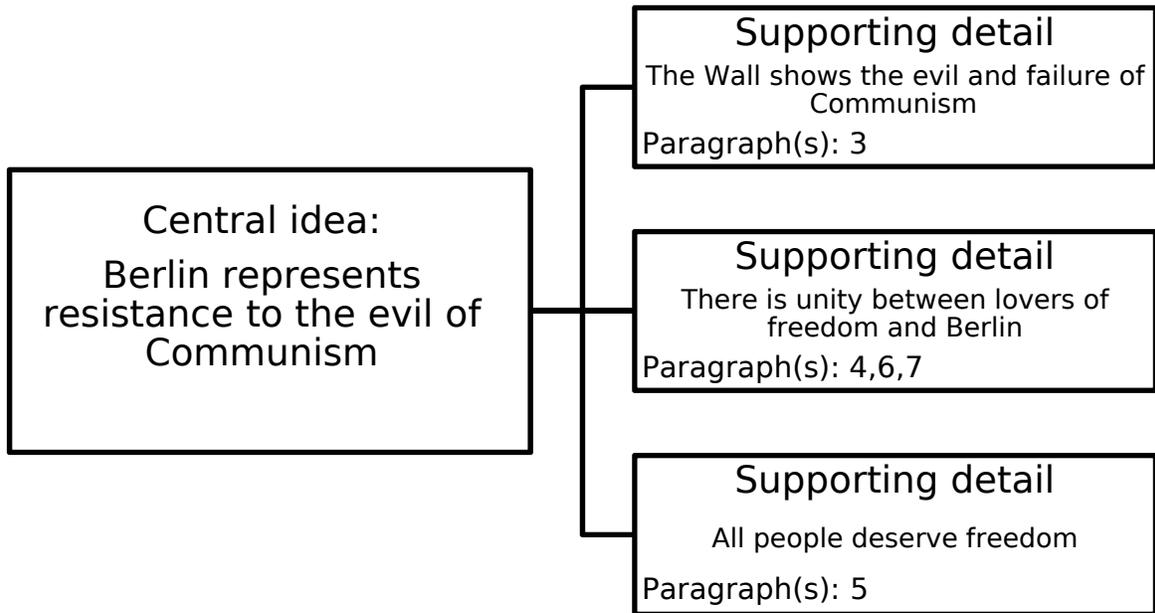
Student provides no response, or the response is off topic.

**PROCEDURE for Part 1: Option B**

Tell students to answer the questions in their student booklets.

**PROCEDURE for Part 1: Option C**

Tell students to fill out the organizers in their student booklets.



**PROCEDURE for Part 1: Option D**

Tell students to answer the question in their student booklets.

**SCORING RUBRIC for Part 1: Option D**

Use the following rubric to evaluate students' responses.

**4 Point Response**

The student demonstrates a thorough and insightful understanding of the text by:

- Giving substantial evidence of the ability to analyze the meaning of the statement;
- Fully supporting the analysis with sufficient and relevant details from the text.

The analysis may include, but is not limited to, that Kennedy argues that all suffer when some are deprived of freedom, and that the free world is part of Berlin's struggle to remain free.

**3 Point Response**

The student demonstrates an adequate understanding of the text by:

- Giving general evidence of the ability to analyze the meaning of the statement;
- Adequately supporting the analysis with some relevant details from the text.

**2 Point Response**

The student demonstrates a partial understanding of the text by:

- Giving some evidence of the ability to analyze the meaning of the statement;
- Partially supporting the analysis with few relevant details from the text.

**1 Point Response**

The student demonstrates a minimal understanding of the text by:

- Giving limited evidence of the ability to analyze the meaning of the statement;
- Supporting the analysis in a minimal fashion.

**0 Point Response**

The student includes no relevant information from the text, or there is no response.

**PROCEDURE for Part 1: Option E**

Ask students to watch the filmed version of the speech, from the Kennedy Library:

[http://www.jfklibrary.org/Asset-Viewer/oEX2uqSQGEGIdTYgd\\_JL\\_Q.aspx](http://www.jfklibrary.org/Asset-Viewer/oEX2uqSQGEGIdTYgd_JL_Q.aspx)

Have the students discuss how Kennedy's delivery of the speech affects the impact of his words. What makes Kennedy an effective speaker?

**SCORING RUBRIC for Part 1: Option E**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Participate in the discussion by asking relevant questions and contributing meaningful responses.

**3 Point Response**

Student will:

- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

**2 Point Response**

Student will:

- Participate in the discussion by asking questions, which may not be relevant, and/or by contributing responses.

**1 Point Response**

Student will:

- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student provides no response, or the response is off topic.

**OPTIONAL EXTENSION ACTIVITIES for Part 1**

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Ask students to research any of the following topics and report back to class:

- Major events in the Cold War during Kennedy’s administration
- The division of Germany and Berlin
- The construction of the Berlin Wall
- The political system in East Germany

## Part 2 Overview

Part 2 focuses on an excerpt from Ronald Reagan’s “Speech at the Brandenburg Gate.” It addresses the following general objective.

**OBJECTIVE:** Analyze the purpose and use of rhetoric in a primary historical document.

Part 2 begins with reading the text. There are three options for student work based on the text. Each option may be completed independently from the others or in combination.

### CORE TASK

Read the excerpt from Reagan’s “Speech at the Brandenburg Gate.”

In addition to the CORE TASK, select one or more of these options:

#### Option A

- Discuss the text, including identifying text support for the answers.

#### Option B

- Answer questions about the text, including identifying text support for the answers.

#### Option C

- Analyze the reasoning within the speech.

### STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.9-10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	OPTION A, OPTION B, OPTION C

**SECONDARY STANDARDS ALIGNMENT**

<b>STANDARD ID</b>	<b>STANDARD DESCRIPTION</b>	<b>WHERE ADDRESSED</b>
LA.9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	OPTION A, OPTION B, OPTION C
LA.9-10.RI.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.	OPTION C
LA.9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	OPTION C
LA.9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	OPTION A

**PROCEDURE for Part 2****Core Task**

Tell students to read the excerpt from Reagan’s speech.

Before choosing one or more options, provide students with background:

- By the time of Reagan’s visit, the Soviet Union was undergoing important change under the leadership of Mikhail Gorbachev. Secretary Gorbachev was pursuing a policy of new openness and economic reform to transform Soviet society. Background information from the Reagan Foundation can be found at [http://www.reaganfoundation.org/listviewp.aspx?session\\_args=ZHgggOkh3+6jiHH9LzqHTQ==&p=BE430452N&tx=0&h1=0&h2=0&sw=&lm=berlinwall&args\\_a=cms&args\\_b=72&argsb=N](http://www.reaganfoundation.org/listviewp.aspx?session_args=ZHgggOkh3+6jiHH9LzqHTQ==&p=BE430452N&tx=0&h1=0&h2=0&sw=&lm=berlinwall&args_a=cms&args_b=72&argsb=N)

**PROCEDURE for Part 2: Option A**

After students complete the CORE TASK, organize a classroom discussion about the passage.

Instruct the students to reread the excerpt. They should prepare notes both as they read and during the classroom discussion. Their notes will be used later in the performance task. Tell them that they should be prepared to cite specific text in support of their answers.

**Questions to encourage discussion:**

1. **What is Reagan’s attitude towards Communism?** *Reagan points out the failures of Communism; he is aware of changes but is not convinced of their significance.*

**Text support:** “In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind—too little food.”

2. **Why is Berlin important to Reagan?** *Berlin stands as a symbol of the fight for freedom under oppression.*

**Text support:** “As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind.”

3. **Why is Reagan optimistic about the future?** *Reagan thinks the free world has been much more successful than the Communist world, and that the Soviet system is changing.*

**Text support:** “After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity. Freedom replaces the ancient hatreds among the nations with comity and peace. Freedom is the victor.”

4. **What are some of the rhetorical devices that Reagan uses in the speech?** *Like Kennedy, Reagan uses German and includes local references. He repeats the word “freedom” to lead to the conclusion: “Freedom is the victor.”*

**SCORING RUBRIC for Part 2: Option A**

Use the following rubric to evaluate students’ participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Organize notes by question or topic;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Organize notes by question or topic;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Minimally organize notes by question or topic;
- Participate in the discussion by asking questions, which may not be relevant, and/or by contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to organize notes by question or topic;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student provides no response, or the response is off topic.

**PROCEDURE for Part 2: Option B**

Tell students to answer the questions in their student booklets.

**PROCEDURE for Part 2: Option C**

Tell students to answer the question in their student booklets.

**SCORING RUBRIC for Part 2: Option C**

Use the following rubric to evaluate students' responses.

**4 Point Response**

The student demonstrates a thorough and insightful understanding of the text by:

- Giving substantial evidence of the ability to analyze Reagan's claims;
- Fully supporting the analysis with sufficient and relevant details from the text.

The analysis may include but is not limited to:

- Reagan says that Berlin is a symbol of freedom for all people;
- He argues that Communism is a failure and that current events have demonstrated the power of freedom;
- He points to recent trends in the Soviet Union and challenges Gorbachev to continue the trend to liberalization.

**3 Point Response**

The student demonstrates an adequate understanding of the text by:

- Giving general evidence of the ability to analyze Reagan's claims;
- Adequately supporting the analysis with some relevant details from the text.

**2 Point Response**

The student demonstrates a partial understanding of the text by:

- Giving some evidence of the ability to analyze Reagan's claims;
- Partially supporting the analysis with few relevant details from the text.

**1 Point Response**

The student demonstrates a minimal understanding of the text by:

- Giving limited evidence of the ability to analyze Reagan's claims;
- Supporting the analysis in a minimal fashion.

**0 Point Response**

The student includes no relevant information from the text or there is no response.

**OPTIONAL EXTENSION ACTIVITIES for Part 2**

LA.7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Ask students to watch the filmed version of the speech, from the Reagan library:

[http://www.reaganfoundation.org/bw\\_detail.aspx?p=LMB4YGHF2&h1=0&h2=0&sw=&lm=berlinwall&args\\_a=cms&args\\_b=74&argsb=N&tx=1764](http://www.reaganfoundation.org/bw_detail.aspx?p=LMB4YGHF2&h1=0&h2=0&sw=&lm=berlinwall&args_a=cms&args_b=74&argsb=N&tx=1764)

Have the students discuss how Reagan's delivery of the speech affects the impact of his words. How does Reagan compare to Kennedy as a public speaker?

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Ask students to research one the following topics:

- Major trends in the Soviet Union in the late 1980s, including *glasnost* and *perestroika*
- President Reagan's foreign policy
- The fall of the Berlin Wall

## Part 3 Overview

### CORE TASK

Reread the texts.

In addition to the CORE TASK, select the writing prompt and Option A, if desired:

#### Option A

- Compare texts in preparation for the writing prompt.

#### Extended Writing Prompt

- Write an extended response in response to a question about both texts.

### STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.9-10.RI.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	OPTION A, WRITING PROMPT
LA.9-10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	WRITING PROMPT

#### SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	OPTION A, WRITING PROMPT
LA.9-10.RI.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.	OPTION A, WRITING PROMPT
LA.9-10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	WRITING PROMPT
LA.9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	WRITING PROMPT
LA.9-10.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	WRITING PROMPT

**PROCEDURE for Part 3**

**CORE TASK**

Reread the texts.

In addition to the CORE TASK, select the writing prompt and Option A, if desired.

**PROCEDURE for Part 3: Option A**

Tell students to fill out the charts in their student book.

	<b>Kennedy</b>	<b>Reagan</b>
Attitude towards Berlin	<p>Symbol of freedom; resistance to oppression</p> <p>Text support:</p> <p>“I know of no town, no city, that has been besieged for 18 years that still lives with the vitality and the force, and the hope and the determination of the city of West Berlin.”</p>	<p>Symbol of freedom; resistance to oppression</p> <p>Text support:</p> <p>“As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind.”</p>
Attitude towards Communism	<p>Evil and failing system</p> <p>Text support: Paragraph 3, paragraph 4</p>	<p>Failing system</p> <p>Text support: “In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind—too little food.”</p>

**PROCEDURE for Part 3: Extended Writing Prompt**

Tell students to follow the instructions in their student books.

**SCORING RUBRIC for Part 3: Extended Writing Prompt**

Use the following rubric to evaluate students' responses.

**4 Point Response**

Student will:

- Make a precise, thorough, and insightful comparison of the texts;
- Introduce the topic and organize ideas, concepts, and information to make important connections and distinctions;
- Develop the topic thoroughly by selecting the most significant and relevant facts, details, and quotations;
- Use appropriate and varied transitions to link major sections of the text;
- Use precise language and domain-specific vocabulary;
- Establish and maintain a formal style and objective tone;
- Provide a concluding section which supports the explanation.

**3 Point Response**

Student will:

- Make a clear and accurate comparison of the texts;
- Introduce the topic and organize ideas, concepts, and information;
- Develop the topic by selecting relevant facts, details, and quotations;
- Use appropriate transitions to link major sections of the text;
- Use precise language and domain-specific vocabulary;
- Maintain a formal style and objective tone;
- Provide a concluding section.

**2 Point Response**

Student will:

- Make a comparison of the texts that is partial and lacks clarity or complete accuracy;
- Fail to provide a clear introduction or organization;
- Use few relevant facts, details, and quotations to develop the topic;
- Use language lacking in precision;
- Fail to maintain a consistent formal tone and objective style;
- Fail to provide a conclusion.

**1 Point Response**

Student will:

- Provide a vague or minimal statement about one or both texts with some support.

**0 Point Response:**

Student provides no response, or the response is off topic.

**OPTIONAL EXTENSION ACTIVITIES for Part 3**

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.