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CCR Performance Task

ELA Grades 11-12: Writing About Informational Text

The Dred Scott Decision

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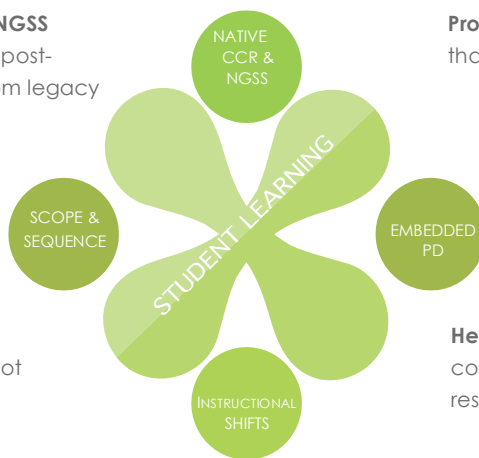
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CCR Performance Tasks

ELA Grades 11-12: Writing About Informational Text

The Dred Scott Decision

Student Test Booklet

Name: _____

PART 1

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

The Dred Scott Decision

In 1857, the U.S. Supreme Court ruling in the case of *Dred Scott v. Sandford* increased tensions between Northern and Southern states. Dred Scott, an enslaved African-American from Missouri, had unsuccessfully sued for his freedom on the grounds that he had lived with his owner for seven years in both a free territory and a free state. When the case was appealed to the Supreme Court, a majority of the Justices rejected Scott's suit. Chief Justice Roger Taney, a supporter of slavery, wrote the court's majority opinion. Taney included two arguments that outraged opponents of slavery:

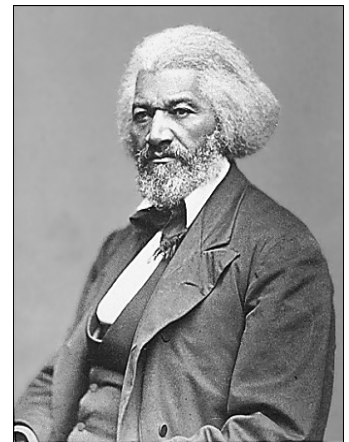
- African-Americans were not citizens and could not sue in federal courts.
- The Missouri Compromise of 1820, which restricted the expansion of slavery, was unconstitutional because it deprived slave owners of their property without due process of law.

² Frederick Douglass, the African-American abolitionist, criticized the Dred Scott decision in a speech in May of 1857. Douglass describes the chain of political compromises that attempted to defuse the slavery issue, from the Missouri Compromise to the Compromise of 1850.

On the Dred Scott Decision

Frederick Douglass

¹ Loud and exultingly have we been told that the slavery question is settled, and settled forever. You remember it was settled thirty-seven years ago, when Missouri was admitted into the Union with a slaveholding constitution, and slavery prohibited in all territory north of thirty-six degrees of north latitude. Just fifteen years afterwards, it was settled again by voting down the right of petition, and gagging down free discussion in Congress. Ten years after this it was settled again by the annexation of Texas, and with it the war with Mexico. In 1850 it was again settled. This was called a final settlement. By it slavery was virtually declared to be the equal of Liberty, and should come into the Union on the same terms. By it the right and the power to hunt down men, women, and children, in every part of this country, was conceded to our southern brethren, in order to keep them in the Union. Four years after this settlement, the whole question was once more settled, and settled by a settlement which unsettled all the former settlements.



² The fact is, the more the question has been settled, the more it has needed settling. The space between the different settlements has been strikingly on the decrease. The first stood longer than any of its successors.

³ There is a lesson in these decreasing spaces. The first stood fifteen years — the second, ten years — the third, five years — the fourth stood four years — and the fifth has stood the brief space of two years.

- ⁴ This last settlement must be called the Taney settlement. We are now told, in tones of lofty exultation, that the day is lost — all lost — and that we might as well give up the struggle. The highest authority has spoken. The voice of the Supreme Court has gone out over the troubled waves of the National Conscience, saying peace, be still.
- ⁵ This infamous decision of the Slaveholding wing of the Supreme Court maintains that slaves are within the contemplation of the Constitution of the United States, property; that slaves are property in the same sense that horses, sheep, and swine are property; that the old doctrine that slavery is a creature of local law is false; that the right of the slaveholder to his slave does not depend upon the local law, but is secured wherever the Constitution of the United States extends; that Congress has no right to prohibit slavery anywhere; that slavery may go in safety anywhere under the star-spangled banner; that colored persons of African descent have no rights that white men are bound to respect; that colored men of African descent are not and cannot be citizens of the United States.
- ⁶ You will readily ask me how I am affected by this devilish decision — this judicial incarnation of wolfishness? My answer is, and no thanks to the slaveholding wing of the Supreme Court, my hopes were never brighter than now.
- ⁷ I have no fear that the National Conscience will be put to sleep by such an open, glaring, and scandalous tissue of lies as that decision is, and has been, over and over, shown to be.
- ⁸ The Supreme Court of the United States is not the only power in this world. It is very great, but the Supreme Court of the Almighty is greater. Judge Taney can do many things, but he cannot perform impossibilities. He cannot bail out the ocean, annihilate the firm old earth, or pluck the silvery star of liberty from our Northern sky. He may decide, and decide again; but he cannot reverse the decision of the Most High. He cannot change the essential nature of things— making evil good, and good evil.
- ⁹ Happily for the whole human family, their rights have been defined, declared, and decided in a court higher than the Supreme Court. "There is a law," says Brougham, "above all the enactments of human codes, and by that law, unchangeable and eternal, man cannot hold property in man."

Option A

Directions: Take notes as you participate in a classroom discussion of Douglass’s speech. The discussion, and your notes, may address these or similar questions.

1. Do you need more background information to understand the speech? Where could you find it?
2. Why does Douglass repeat the terms “settled” and “settlement”?
3. What kind of language does Douglass use to characterize the Supreme Court ruling?
4. What textual evidence most clearly shows Douglass’s attitude towards the Supreme Court ruling?
5. Why does Douglass say, “My hopes were never brighter than now”?
6. Does Douglass make an effective argument against the Supreme Court decision?

Use this space to take notes during the discussion.

NOTES

Option B

Directions: Look at the organizer below. Reread the speech and then complete the organizer.

Paragraphs 1-4

Central idea:



Paragraph 5

Central idea:



Paragraphs 6-9

Central idea:

Option C

Directions: Reread the speech and write a short essay in response to the prompt.

Even though Douglass is highly critical of the Taney decision, he says, "My hopes were never brighter than now." Use details from the speech to explain why Douglass is able to make this claim.

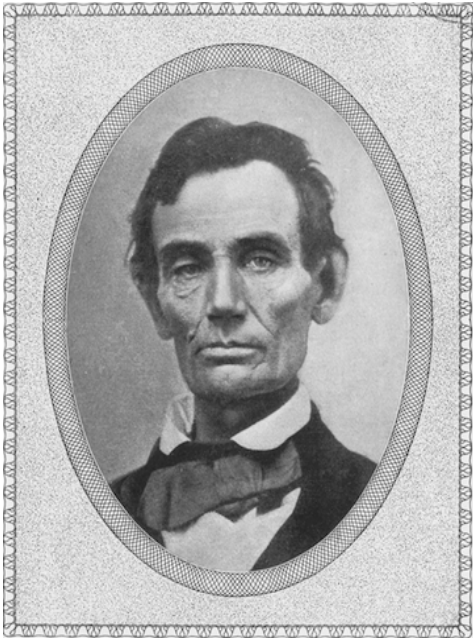
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PART 2

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

The Dred Scott decision was an issue in Abraham Lincoln's campaign for Stephen Douglas's seat in the U.S. Senate in the 1858 election. Even before Lincoln was nominated as the Republican candidate, he gave speeches criticizing Douglas's position on the expansion of slavery. This passage, excerpted from a speech in June 1857, includes many of the points Lincoln made against his opponent, "Judge Douglas." Justices McLean and Curtis, mentioned in paragraph 1, wrote dissenting opinions in the Dred Scott case from that of Chief Justice Taney.

Speech in Springfield, Illinois



- ¹ And now as to the Dred Scott decision. That decision declares two propositions — first, that a negro cannot sue in the United States courts; and secondly, that Congress cannot prohibit slavery in the Territories. It was made by a divided court — dividing differently on the different points. Judge Douglas does not discuss the merits of the decision, and in that respect I shall follow his example, believing I could no more improve on McLean and Curtis, than he could on Taney.
- ² He denounces all who question the correctness of that decision, as offering violent resistance to it. But who resists it? Who has, in spite of the decision, declared Dred Scott free, and resisted the authority of his master over him?
- ³ Judicial decisions have two uses — first, to absolutely determine the case decided, and secondly, to indicate to the public how other similar cases will be decided when they arise. For the latter use, they are called "precedents" and "authorities."
- ⁴ We believe as much as Judge Douglas (perhaps more) in obedience to, and respect for, the judicial department of government. We think its decisions on constitutional

questions, when fully settled, should control not only the particular cases decided, but the general policy of the country, subject to be disturbed only by amendments of the Constitution as provided in that instrument itself. More than this would be revolution. But we think the Dred Scott decision is erroneous. We know the court that made it has often overruled its own decisions, and we shall do what we can to have it to overrule this. We offer no resistance to it....

- ⁵ It is not even disrespectful, to treat it as not having yet quite established a settled doctrine for the country. But Judge Douglas considers this view awful. Hear him:

The courts are the tribunals prescribed by the Constitution and created by the authority of the people to determine, expound, and enforce the law. Hence, whoever resists the final decision of the highest judicial tribunal aims a deadly blow at our whole republican system of government — a blow which, if successful, would place all our rights and liberties at the mercy of passion, anarchy, and violence. I repeat, therefore, that if resistance to the decisions of the Supreme Court of the United States, in a matter like the points decided in the Dred Scott case, clearly within their jurisdiction as defined by the Constitution, shall be forced upon the country as a political issue, it will become a distinct and naked issue between the friends and enemies of the Constitution — the friends and the enemies of the supremacy of the laws....

- ⁶ The Dred Scott decision was in part based on assumed historical facts which were not really true, and I ought not to leave the subject without giving some reasons for saying this; I therefore give an instance or two, which I think fully sustains me. Chief Justice Taney, in delivering the opinion of the

Grade 11-12: Writing About Informational Text

majority of the court, insists at great length that negroes were no part of the people who made, or for whom was made, the Declaration of Independence, or the Constitution of the United States.

- ⁷ On the contrary, Judge Curtis, in his dissenting opinion, shows that in five of the then thirteen States — to-wit, New Hampshire, Massachusetts, New York, New Jersey, and North Carolina — free negroes were voters, and in proportion to their numbers had the same part in making the Constitution that the white people had. He shows this with so much particularity as to leave no doubt of its truth....
- ⁸ I think the authors of the [Declaration] intended to include all men, but they did not intend to declare all men equal in all respects. They did not mean to say all were equal in color, size, intellect, moral developments, or social capacity. They defined with tolerable distinctness in what respects they did consider all men created equal — equal with “certain inalienable rights, among which are life, liberty, and the pursuit of happiness.” This they said, and this they meant. They did not mean to assert the obvious untruth that all were then actually enjoying that equality, nor yet that they were about to confer it immediately upon them. In fact, they had no power to confer such a boon. They meant simply to declare the right, so that enforcement of it might follow as fast as circumstances should permit.
- ⁹ Now let us hear Judge Douglas’s view of the same subject, as I find it in the printed report of his late speech. Here it is:
- No man can vindicate the character, motives, and conduct of the signers of the Declaration of Independence, except upon the hypothesis that they referred to the white race alone, and not to the African, when they declared all men to have been created equal; that they were speaking of British subjects on this continent being equal to British subjects born and residing in Great Britain; that they were entitled to the same inalienable rights, and among them were enumerated life, liberty, and the pursuit of happiness. The Declaration was adopted for the purpose of justifying the colonists in the eyes of the civilized world in withdrawing their allegiance from the British crown, and dissolving their connection with the mother country.
- ¹⁰ My good friends, read that carefully over some leisure hour, and ponder well upon it; see what a mere wreck — mangled ruin — it makes of our once glorious Declaration....
- ¹¹ I had thought the Declaration contemplated the progressive improvement in the condition of all men everywhere; but no, it merely “was adopted for the purpose of justifying the colonists in the eyes of the civilized world in withdrawing their allegiance from the British crown, and dissolving their connection with the mother country.” Why, that object having been effected some eighty years ago, the Declaration is of no practical use now — mere rubbish — old wadding left to rot on the battle-field after the victory is won.
- ¹² I understand you are preparing to celebrate the “Fourth,” tomorrow week. What for? The doings of that day had no reference to the present; and quite half of you are not even descendants of those who were referred to at that day. But I suppose you will celebrate; and will even go so far as to read the Declaration. Suppose after you read it once in the old fashioned way, you read it once more with Judge Douglas’s version. It will then run thus: “We hold these truths to be self-evident that all British subjects who were on this continent eighty-one years ago, were created equal to all British subjects born and then residing in Great Britain.”
- ¹³ And now I appeal to all — to Democrats as well as others, — are you really willing that the Declaration shall be thus frittered away? — thus left no more at most, than an interesting memorial of the dead past? — thus shorn of its vitality, and practical value; and left without the germ or even the suggestion of the individual rights of man in it?

Option A

Directions: Follow your teacher's directions.

Lincoln includes two excerpts from Senator Douglas's speech on the Dred Scott decision in paragraphs 5 and 9. Think about the differences between Lincoln's and Douglas's opinions and then fill in the organizer.

Douglas's argument in paragraph 5:	Lincoln's response:
Douglas's argument in paragraph 9:	Lincoln's response:

Option B

Directions: Follow your teacher's directions.

Lincoln's speech has two purposes: to position himself as a political opponent to Senator Douglas, and to make his own opinion of the Dred Scott opinion clear. Reread the passage as you think about this question: What kind of rhetoric does Lincoln use to criticize the other side of the conflict?

List examples of the type of language that Lincoln uses to characterize his opponent's position.

[illegible]

Option C

Directions: Write a summary of Lincoln's speech in the space below.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, leaving a small margin at the top. There are no vertical margins or other markings on the page.

PART 3

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

Option A

The debate over the Dred Scott decision was influenced by fundamental principles embedded in the U.S. system of government.

- The Declaration of Independence establishes the ideological foundation of the American experiment in government:
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.
- The U.S. Constitution gives the Supreme Court the power to review the decisions of lower courts and to rule on the constitutionality of laws.

Do these principles underlie the arguments made by Frederick Douglass and Lincoln? How?

Prepare notes to participate in a discussion on these questions:

NOTES

EXTENDED WRITING PROMPT

Directions: Reread the two documents and review your notes and responses from earlier parts of this task.

Respond to this prompt in the space below.

Based on the texts you have read, what beliefs underlie Frederick Douglass's and Lincoln's reactions to the Dred Scott decision? Use evidence from both speeches to support your response.

Your response will be scored using this rubric:

4 Point Response

Student will:

- Make a precise, thorough, and insightful analysis of the beliefs that underlie each speech;
- Use well-chosen, relevant, and sufficient details from both speeches that clearly support the analysis;
- Create a cohesive organization that includes a concluding section which supports the analysis.

3 Point Response

Student will:

- Make a clear and accurate analysis of the beliefs that underlie each speech;
- Use relevant details from both speeches that clearly support the analysis;
- Create an organization that includes a concluding section.

2 Point Response

Student will:

- Make a comparison of the speeches that lacks clarity or complete accuracy, OR analyze only one speech;
- Use some details from one speech;
- Fail to provide organization or a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about the speeches with some support.

0 Point Response

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

CCR Performance Tasks

ELA Grades 11-12: Writing About Informational Text

The Dred Scott Decision

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
On the Dred Scott Decision	Informational Text	837	1080L	2	3	3	3
Speech in Springfield, Illinois	Informational Text	1260	1250L	2	3	3	3

Passage Placement Rationale

Title	Placement Rationale
On the Dred Scott Decision	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate as a writing stimulus.
Speech in Springfield, Illinois	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate as a writing stimulus.

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.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: 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.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: 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.	Literary text: Organization may include subplots or time shifts. Informational text: 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.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: 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.	Literary text: Organization is intricate. Informational text: 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.	Literary text: 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. Informational text: 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.

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About the Teacher Guide

This document contains support materials for the *Grade 11-12 Writing About informational Text: The Dred Scott Decision* 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

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

PTE14 Grades 11-12 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

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

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1 and 2

PARCC claims

Primary claim

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

Secondary claims

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

MAJOR OBJECTIVE: Students will write an extended writing response to a prompt that asks them to analyze and write about the beliefs that underlie two texts.

CORE TASKS: Read Frederick Douglass's *On the Dred Scott Decision* and Abraham Lincoln's *Speech in Springfield, Illinois*.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
LA.11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
LA.11-12.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.

Grade 11-12 Writing About Informational Text: The Dred Scott Decision

Chief Justice Taney's decision in the Dred Scott case inflamed the political debate already raging over slavery. This performance task includes excerpts from two speeches relating to the decision; it asks students to analyze and write about ideas that underlie the political rhetoric used in the texts.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 may be completed independently of one another or consecutively, depending on the instructional and assessment goals. Each part includes options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to ask students to write explanatory text that draws evidence from informational passages to support analysis of the arguments within the speeches.

TEACHER GUIDE

Part 1

CORE TASK

Read Frederick Douglass's *On the Dred Scott Decision*.

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

Option A

- Discuss the text.
- Record notes of the discussion of the text.

Option B

- Analyze the structure of the text.
- Complete an organizer about the structure of the text.

Option C

- Write a brief essay about the text.

Part 2**CORE TASK**

Read Abraham Lincoln's *Speech in Springfield, Illinois*.

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

Option A

- Complete an organizer on the content of text.

Option B

- Analyze rhetorical features of the text.

Option C

- Summarize the text.

Part 3**CORE TASK**

Review Frederick Douglass's *On the Dred Scott Decision* and Abraham Lincoln's *Speech in Springfield, Illinois*.

In addition to the CORE TASKS, select option A (if desired) and the writing prompt.

Option A

- Prepare notes for and participate in a discussion.

Extended Writing Prompt

- Write an extended response in response to text.

PART 1 Overview

Part 1 focuses on a speech by Frederick Douglass criticizing the Supreme Court decision in the Dred Scott case and addresses the following general objective.

OBJECTIVE: Analyze the purpose, reasoning, rhetorical features and structure of a primary historical document.

Part 1 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 Frederick Douglass's *On the Dred Scott Decision*.

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

Option A

- Discuss the text.
- Record notes of the discussion of the text.

Option B

- Analyze the structure of the text.
- Complete an organizer about the structure of the text.

Option C

- Write a brief essay about the text.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	OPTION A, OPTION B, OPTION C
LA.11-12.W.9.b	Apply grades 11–12 reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	OPTION B, OPTION C

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.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, including determining where the text leaves matters uncertain.	OPTION A, OPTION C
LA.11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	OPTION B
LA.11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	OPTION A, OPTION C
LA.11-12.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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	OPTION A
LA.11-12.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	OPTION A, OPTION C
LA.11-12.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	OPTION A, OPTION B, OPTION C
LA.11-12.RH.5	RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	OPTION B

PROCEDURE for Part 1**CORE TASK**

Ask students to read the document in Part 1 and to make notes about any terms or concepts that they do not understand.

PROCEDURE for Part 1: Option A

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

Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

The following resources provide useful background information on (and links to more information on) the Dred Scott decision:

1. <http://www.pbs.org/wgbh/aia/part4/4p2932.html>
2. http://www.mnhs.org/library/tips/history_topics/99scott.html
3. <http://www.loc.gov/rr/program/bib/ourdocs/DredScott.html>

“Brougham” in paragraph 9 of Douglass’s speech refers to Henry Brougham, a British abolitionist who worked to end the slave trade.

Use the following questions to stimulate discussion.

Discussion Questions	Possible Responses
What is Douglass describing in paragraphs 1-3?	Douglass describes the series of political compromises, starting from the Compromise of 1820, that attempted to defuse political tension over the spread of slavery.
What sources are most useful to get more background on this period in U.S. history?	A simple and reliable secondary source is a U.S. history textbook covering the prewar period. The Library of Congress (#3) and Minnesota Historical Society (#2) web sites are good examples of reliable web sites.
Why does Douglass repeat the idea of “settled” and “settlement” at the beginning of the speech?	He is emphasizing his belief that the issue is not really settled.
What kind of language does Douglass use to characterize the decision?	By paragraph 5, the language shifts to terms like “infamous” and “devilish.”
What is the effect on the listener of this language?	Douglass is inviting his listeners to share his indignation.
Why does Douglass remain optimistic?	He believes that slavery is such a moral wrong that it cannot survive.
Is Douglass’s speech an effective argument against the decision?	Student responses will vary.

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

Ask students to reread the passage and then to complete the organizer.

Probable student responses are shown below.

Paragraphs 1-4

Central idea: The Supreme Court decision is one of a series of unsuccessful settlements of the slavery issue and is unlikely to be the last word.

**Paragraph 5**

Central idea: The decision maintains that the Constitution gives no protection to enslaved African Americans.

**Paragraphs 6-9**

Central idea: The decision violates a higher moral code and is likely to be overturned.

PROCEDURE for Part 1: Option C

Tell students to read the passage and review their notes from the discussion (Option A) and/or the organizer from Option B.

Students should respond to Option C in their books.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate student essays.

4 Point Response

Student will:

- Provide a thorough and insightful explanation of how the content of the speech supports the statement;
- Include well-chosen, relevant and sufficient evidence to support the explanation.

The explanation likely includes these details:

- Douglass shows that he thinks the settlement is not final by tracing the history of previous settlements;
- He uses extreme language about the decision (e.g., "open, glaring, and scandalous tissue of lies") to show it is untenable;
- He invokes the idea of divine support for the equality of all people.

3 Point Response

Student will:

- Provide a general analysis of how the speech supports the statement;
- Include relevant evidence to support the explanation.

2 Point Response

Student will:

- Provide a limited analysis of how the speech supports the statement. The response may focus on one detail;
- Include limited evidence to support the explanation.

1 Point Response

Student will:

- Make a vague or minimal statement about the relationship between the statement and the content of the speech, with some support.

0 Point Response

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

OPTIONAL EXTENSION ACTIVITIES for Part 1

Research to Build and Present Knowledge

W.11-12.7. 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 their findings back to the class:

- The progress of the Dred Scott case through the legal system,
- The content of Justice Taney's decision,
- The reaction to the Dred Scott decision in the North and South, or
- Frederick Douglass's career.

PART 2 Overview

Part 2 focuses on a speech by Abraham Lincoln that criticizes the Dred Scott decision; Part 2 also addresses the following general objective.

OBJECTIVE: Analyze the central ideas and rhetorical features of 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 Abraham Lincoln's *Speech in Springfield, Illinois*.

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

Option A

- Complete an organizer on the content of the text.

Option B

- Analyze rhetorical features of the text.

Option C

- Summarize the text.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	OPTION A, OPTION C
LA.11-12.W.9.b	Apply grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").	OPTION A, OPTION C

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.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, including determining where the text leaves matters uncertain.	OPTION A
LA.11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	OPTION B
LA.11-12.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	OPTION A, OPTION B
LA.11-12.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	OPTION B

PROCEDURE for Part 2**CORE TASK**

Ask students to read the document in Part 2.

PROCEDURE for Part 2: Option A

After students complete the CORE TASK, tell students to complete the organizer.

Douglas's argument in paragraph 5: Resistance to Supreme Court decisions imperils constitutional government.	Lincoln's response: Supreme Court decisions can be overturned and can be opposed within the system.
Douglas's argument in paragraph 9: The rights defined by the Declaration of Independence applied to British subjects.	Lincoln's response: The rights defined by the Declaration were understood to apply to all.

PROCEDURE for Part 2: Option B**CORE TASK**

Ask students to read or reread the document in part 2.

After students complete the CORE TASK, tell students to follow the directions in the student book.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate the student list.

2 Point Response

Student will:

- List several examples of words and phrases that represent Lincoln's opponent's position as extreme (e.g., "considers this view awful," "mere wreck — mangled ruin," and 'frittered away."

1 Point Response

Student will:

- Identify at least one example of a word or phrase.

0 Point Response

Student will provide no response, or the response is incorrect or irrelevant.

PROCEDURE for Part 2: Option C**CORE TASK**

Ask students to read or reread the document in part 2.

After students complete the CORE TASK, tell students to follow the directions in the student book.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate the student summary.

4 Point Response

Student will:

- Provide a summary that is accurate and includes major ideas and details from the passage;
- Restate details largely in his or her own words;
- Exclude minor details that do not support the central ideas.

3 Point Response

Student will:

- Provide a summary that is largely accurate and includes most major ideas and details from the passage;
- Restate details mostly in his or her own words;
- Include a few details that do not clearly support the central ideas.

2 Point Response

Student will:

- Provide only a partial summary of the passage; some major ideas or details will be excluded;
- Use some original language but may also include direct quotations from the text;
- Include details that do not clearly support the central ideas.

1 Point Response

Student will:

- Retell the passage without summarizing; OR
- Use mostly direct quotations from the text in an attempt to summarize it.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PART 3 Overview

Part 3 requires the student to review the content and style of the two speeches and addresses the following general objective.

OBJECTIVE: Write expository text that draws evidence from and analyzes informational text.

Part 3 begins with rereading the texts. There is an option for a student work product based on the text and the final writing prompt.

CORE TASK

Review Frederick Douglass's *On the Dred Scott Decision* and Abraham Lincoln's *Speech in Springfield, Illinois*.

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

Option A

- Prepare notes for and participate in a discussion.

Extended Writing Prompt

- Write an extended response in response to text.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	OPTION A, OPTION B
LA.11-12.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.	OPTION B

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.11-12.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, including determining where the text leaves matters uncertain.	OPTION A, OPTION B
LA.11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	OPTION A, OPTION B

LA.11-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	OPTION B
LA.11-12.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	OPTION A, OPTION B
LA.11-12.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	OPTION A, OPTION B

PROCEDURE for Part 3**CORE TASK**

Ask students to reread the documents in parts 1 and 2.

PROCEDURE for Part 3: Option A

After students complete the CORE TASK, tell students to prepare notes for the classroom discussion. Use the following points to stimulate the discussion.

Discussion Questions	Possible Responses
How does Douglass use the idea of fundamental rights?	Douglass uses the idea that human rights are a divine gift, paralleling the argument in the Declaration without explicitly using it.
How does Lincoln use the idea of fundamental rights?	Lincoln argues strongly that the rights enumerated in the Declaration apply to ALL people.
Does Douglass use the idea that the Supreme Court's interpretation determines the meaning of the law of the land?	Douglass refers to the idea only obliquely; the decision is the last of a series of settlements. He argues that it will be overruled.
How does Lincoln use the idea that the Supreme Court's interpretation determines the meaning of the law of the land?	Lincoln acknowledges that the decision determines current law but anticipates that the decision will be overturned.

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate student participation.

4 Point Response Student will: <ul style="list-style-type: none"> • Demonstrate thorough preparation for the discussion by preparing insightful and organized notes; • Participate in the discussion by asking relevant questions and contributing meaningful responses.
3 Point Response Student will: <ul style="list-style-type: none"> • Demonstrate preparation for the discussion by preparing notes; • Participate in the discussion by asking relevant questions and/or contributing meaningful responses.
2 Point Response <ul style="list-style-type: none"> • Demonstrate some preparation for the discussion by preparing limited notes; • Participate in the discussion by asking questions, which may not be relevant, and/or contributing responses.
1 Point Response Student will: <ul style="list-style-type: none"> • Demonstrate minimal preparation for the discussion; • 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 3: Extended Writing Prompt

Tell students to respond to the writing prompt in their test booklet.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate student responses.

4 Point Response

Student will:

- Make a precise, thorough, and insightful analysis of the beliefs that underlie each speech;
- Use well-chosen, relevant, and sufficient details from both speeches that clearly support the analysis;
- Create a cohesive organization that includes a concluding section which supports the analysis.

3 Point Response

Student will:

- Make a clear and accurate analysis of the beliefs that underlie each speech;
- Use relevant details from both speeches that clearly support the analysis;
- Create an organization that includes a concluding section.

2 Point Response

Student will:

- Make a comparison of the speeches that lacks clarity or complete accuracy, OR analyze only one speech;
- Use some details from one speech;
- Fail to provide organization or a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about the speeches with some support.

0 Point Response

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

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.11-12.5. 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 students to revise and edit their responses to the extended prompt based on teacher or peer reviews.

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