

## Part 1:

**1. What is the historical context of this passage?**

During the 1800s, slavery in the south was very prominent. Those who were slaves did not live good lives, and they wanted to live free just like everyone else, as the *Declaration of Independence* states that “*all are created equal.*”

**2. What ideas and rhetorical strategies are similar between Jefferson’s *Declaration* and Stewart’s lecture?**

Both the *Declaration of Independence* and Stewart’s lecture emphasize the fact that “all are created equal.” Both are written in times of struggle for freedoms and equality, and her lecture even bounces off of the declaration, stating “*the whites have so long and so loudly proclaimed the theme of equal rights and privileges, that our souls have caught the 35 flame also, ragged as we are.*” This is a callback to when the colonists were fighting for freedom from Britain, and took the position that all were created equal and entitled to the same rights and freedoms. Both passages use strong diction to create an assertive and aggressive tone. Jefferson uses phrases such as “*ravaged our coasts,*” “*destroyed the lives of our people,*” and “*plundered our seas*”; while Stewart uses ones such as “*gladly hail death,*” “*irritates our tempers and sours our dispositions,*” and “*confined by the chains of ignorance.*” By creating this kind of tone, they are able to persuade their audiences and help call for better change towards their particular issue.

**3. What is Stewart’s purpose?**

Stewart’s intent is to bring awareness to the injustice of slavery, and call for change; as others have long proclaimed “equality for all,” but yet it is not seen among African Americans. She states, “*the whites have so long and so loudly proclaimed the theme of equal rights and privileges, that our souls have caught the 35 flame also, ragged as we are.*”

**4. What is the exam prompt asking the student to do?**

The student is tasked with analyzing Stewart’s lecture for the rhetorical strategies she uses to effectively convey her message, and write an essay to reflect what those are.

## Part 2:

1. Student sample 1A scored a 6, 1B scored a 4, and 1C scored a 2. What are the strengths and weaknesses of each essay that account for the differences in scores?

(please see table below)

2. What is the thesis for sample 1A? What claims are used to defend the thesis?

*“By effectively using figurative language, diction, and her point of view, Stewart is successful in describing and calling an end to the plight of African Americans.”*

The student states that Stewart uses several examples of figurative language, which help to emphasize her points throughout her lecture. Such examples she includes are that she *“highlights the misery of being bound to ‘servile labor’ by describing it through and antithesis of aspiring souls ‘confined by the chains of ignorance and poverty,’”* as well as *“Stewart’s oxymoronic combination of claiming death to be a ‘welcome messenger’ is also effective in supporting her position by shocking her audience.”* These help bring life to her statements, which in turn better help persuade her argument to the audience. Diction is another key factor that Stewart uses, which helps to create a *“solemn tone,”* as the student states. *“words such as ‘chains,’ ‘death,’ and ‘cruel’ establish a bitter and at times solemn tone that help the audience identify with her cause,”* they go on to further state. By creating a solemn tone, Stewart is able to better connect with the audience. Finally, her point of view and presentation is *“the most apparent and effective techniques that Stewart uses,”* according to the student. They state that she relates her own experience by stating *“the bitter experience that continual hard labor deadens the energies of the soul.”* This point of view allows the audience to get an insight as to what slavery is like, and why it is such misery for those who endure it.

3. How did the writers of 1A and 1B choose to organize and structure their responses? Is that chosen method of development effective or should another have been used? If so, why?

Essay/Score	Use of Quotes and Examples	Strengths	Weaknesses	Recommendation for Improvement
1A / 6	<p><i>"our souls have caught the flame."</i> Emphasizes the essence of this difficult situation.</p> <p><i>"chains," "death," and "cruel."</i> Explains how these such words create a solemn tone.</p> <p><i>"the lash of the cruel driver."</i> Shows how phrases like this convey the harsh reality of slavery, and why it is a major issue.</p>	Effectively uses direct evidence, with great word choice, and quotes to support analysis. Even does a nice job of integrating the quotes into their sentences, without chopiness, which helps to establish a flow throughout the response. Also makes mention of how Stewart's diction affects the tone of her lecture.	<p>N/A</p> <p>(since 6 is the max score)</p>	<p>N/A</p> <p>(since 6 is the max score)</p>
1B / 4	<p><i>"white persons of either sex."</i> Makes reference to how the opposition would not be in favor of</p>	Does a nice job of explaining what Stewart does in a chronological order (from start of lecture to end of lecture), which helps to set an established order of information, and is easy to follow	Does not use a sufficient amount of quotes to support their statements. Simply just states what the author did.	Use more direct evidence from the passage to support analysis.

Essay/Score	Use of Quotes and Examples	Strengths	Weaknesses	Recommendation for Improvement
	<p>her views toward this.</p> <p><i>"willing to die by the sword as the pestilence."</i></p> <p>Showing how confident Stewart is to fight for change.</p> <p><i>"lazy," "idle," and "again."</i></p> <p>Explains how her diction creates an eloquent tone.</p>	<p>when cross-referencing between the two.</p>		
1C / 2	<p><i>"like the scorching sands of Arabia."</i></p> <p>Shows that Stewart uses figurative language to show the seriousness of slavery.</p> <p><i>"...the employments we must pursue are as unprofitable to us as the spider's web on the floating bubbles that vanish into air."</i></p> <p>Explains some of the problems people such</p>	<p>Explains what Stewart does in her lecture, as well as the effect it has on the audience.</p> <p>(However, does not have direct evidence to support them, see weaknesses)</p>	<p>Insufficient amount of direct evidence, statements are very bland, short (for the most part), and come across very choppy. As well, quotes are put in with no smooth transition into their explanation, and do not actually fully explain how these back up their analysis.</p>	<p>Include more quotes, and integrate them from the passage into the statements (not just inputting them by themselves) to make the statement flow better, as well as be more specific in each statement and state how the evidence supports the analysis.</p>

Essay/Score	Use of Quotes and Examples	Strengths	Weaknesses	Recommendation for Improvement
	<p>as her face because of slavery.</p> <p><i>"it was asserted that we were 'a ragged set, crying for liberty,' I reply to it..."</i></p> <p>Stewart's reply to stereotypes.</p>			