

**1. What is the exam prompt asking the students to do?**

The exam prompt is asking the students to analyze the methods used by Green to persuade his fellow African Americans to join the Union army in a time of great disaster, to then write an essay discussing those methods.

**2. How would you compare Green's tone with Lincoln's? Do you observe similarities in their style? What are the most influential rhetorical strategies used by each speaker?**

Green's speech is more directly persuasive than Lincoln's is in his. He integrates allusions into his speech, reminding the audience of what African Americans have been put through and have had to go through. Lincoln, on the other hand, goes at it with a more logical approach. Using longer sentences to keep the audience engaged, he relates to what has happened, giving logical reasoning as to how to move forward; arguing that unity is the key to rebuilding the nation and moving forward from this great disaster.

**3. What is each speaker's purpose for giving his speech? Explain.**

Both of their speeches are centered around the same topic, the Civil War, but have different end goals in mind. Green's goal is to persuade fellow African Americans to join the union army, while Lincoln delivers his speech to motivate his people to push through the troubling times that they are in, and to reassure them that everything is going to be alright. However, both believe that things can get better, and through transformation the country will get stronger.

**4. Identify three strengths of the highest-scoring essay. Be specific. What could the writer of the lowest-scoring essay have done to improve his or her score? Be specific.**

The highest-scoring essay does a great job of providing sufficient evidence to support their claims, as well as explaining the impact the speech has on the audience. For example they state, "*incites in them the desire to go to war against anyone opposing the idea.*" The lowest-scoring essay, however, simply just explains what Green said, not really showing any analysis having occurred. "*He begins by,*" "*In the next paragraph,*" and "*In the fourth paragraph*" show that the student is more or less explaining what was said instead of analyzing behind the speech.

5. **Examine the use of textual evidence in each student essay and comment on the types of evidence each student uses. What do you notice about the use of textual evidence in each essay? How is the highest-scoring essay's use of evidence different from the other student essays?**

The amount of textual evidence in the essays greatly differs, with the higher scoring essays having more of it. The highest-scoring essay has the most amount of textual evidence, which does a great job of using it to support the claims being made. As well, they use different types of evidence, not the exact same kind, helping to add fluency and rhythm to the essay; making it less choppy. It can be seen that the placement of each piece of evidence was clearly thought out. The lower-scoring one, however, lacks that approach. For when they do use evidence, they integrate it in the same way each time, which comes off as repetitive. Because of that, it does not have the flow that the top-scoring essay has. The middle essay integrates more evidence than the lower-scoring essay, but it still is not thought out as much as compared to the higher-scoring essay. It is very important that evidence is integrated in a precise and thought-out way, and the higher-scoring essay does an excellent job of doing so.