

English II Rising 10th Grade Students

Summer Reading/Writing Assignment 2016

DEADLINE FOR SUBMISSIONS: Tuesday, 09.06.2016

Questions?

Please contact Mrs. Maynie at tdeloney@cps.edu

you must bring a hard copy to be submitted to your assigned English teacher on the first day of school!

Grade 10 English 2 Summer Assignment Prompt for Analytical Writing

THIS ASSIGNMENT COUNTS AS YOUR FIRST TWO QUIZ GRADES

The Great Depression (1929-39) was the deepest and longest-lasting economic downturn in the history of the Western industrialized world. In the United States, the Great Depression began soon after the stock market crash of October 1929, which sent Wall Street into a panic and wiped out millions of investors. Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and rising levels of unemployment as failing companies laid off workers. By 1933, when the Great Depression reached its rock bottom, some 13 to 15 million Americans were unemployed and nearly half of the country's banks had failed. Though the relief and reform measures put into place by President Franklin D. Roosevelt helped lessen the worst effects of the Great Depression in the 1930s, the economy would not fully turn around until after 1939, when World War II kicked American industry into high gear.

History.com Staff. "The Great Depression." History.com. A&E Television Networks, 2009. Web. 05 Apr. 2016.

The Writing Lab at Purdue defines *tone* as "A way of communicating information (in writing, images, or sound) that conveys an attitude. Authors convey tone through a combination of word-choice, imagery, perspective, style, and subject matter. By adopting a specific tone, authors can help readers accurately interpret meaning in a text." This task requires you to read a speech by President Franklin D. Roosevelt and view photographs taken during The Great Depression and to address a writing prompt which requires analysis of tone in both the speech and photographs provided.

Remember, a good essay:

- *Establishes a clear point of view*
- *Focuses closely on the prompt*
- *Uses strong supportive details from the reading and viewing*
- *Uses precise language*
- *Concludes effectively*

You will have your summer break to complete this reading/thinking/writing task. The essay will take some time to complete, so consider using the graphic organizer to plan your writing before you begin work. When you have finished, be sure to proofread. Be sure to review the rubric to understand how the essay will be graded.

By the time President Franklin D. Roosevelt was giving his inaugural address on March 4, 1933, the nation had already been in an economic depression for three years. More than 11,000 of the nation's 24,000 banks had failed and Americans who kept their money in those banks lost their savings. Millions lost their jobs and the value of the U.S. dollar was declining swiftly. Roosevelt acknowledged that the nation was in a time of crisis and spelled out his plans to pull the country out of the Great Depression.

President FD Roosevelt: First Inaugural Address

I am certain that my fellow Americans expect that on my inauguration as President I will address them with truth and a decisiveness given the situation our Nation finds itself. Now more than ever we must speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself — nameless, unreasoning, unjustified terror which paralyzes needed efforts to change retreat into advance. In every dark hour of our national life, a leadership of frankness and vigor has met with that understanding and support of the people that is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Accounts have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government is faced by a serious lack of money; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the life savings of thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number work for little pay. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered, we still have much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but we don't use it. Primarily this is because leaders of the stock markets have failed through their own stubbornness and incompetence. They have admitted their failure, and have quit, and their reckless and unethical bank practices have been condemned in the court of public opinion, rejected by the hearts and minds of men.

True they have tried, but their efforts have followed worn-out patterns. Faced by the failure of credit, they have proposed only the lending of more money. Stripped of the lure of profit by which to convince our people to follow their false leadership, they have resorted to pressure, pleading tearfully for restored confidence. They know only the rules of a generation of self-seekers. They have no vision, and when there is no vision, the people perish.

The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. Our success will be measured in how well we apply social values more noble than mere profit.

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of profits, which soon disappear. These dark days will be worth all they cost us if they teach us that our true destiny is not to be taken care of but to care for ourselves and our fellow men.

Just as material wealth should not measure success, nor should public office and high political position be a source of pride and personal profit. There must be an end to a conduct in banking and in business which too often looks like uncaring, selfish wrongdoing. Small wonder that there is little confidence in our banking and political systems, for confidence thrives only on honesty, on honor, on the sacredness of obligations, on faithful protection, on unselfish performance; without them it cannot live.

Change, however, is not just ethics alone. This Nation asks for action, and action now.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting of workers by the Government itself, which should treat the task as we would treat the emergency of a war, but at the same time accomplish greatly needed projects to stimulate and reorganize the use of our natural resources.

Hand in hand with this we must recognize that too many people live in our industrial centers. And, by redistributing this population to the countryside, seek to provide a better use of the land for those best fitted for the land. The task can be helped by raising the prices of agricultural products, so farmers will have more money to purchase the goods of our cities. It can be helped by preventing banks from seizing small homes and our farms. It can be helped by insistence that the Federal, State, and local governments act right away on the demand that their cost be drastically reduced. It can be helped by the unifying of relief activities to help the poor and unemployed which today are often scattered, uneconomical, and unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities. There are many ways in which it can be helped, but it can never be helped merely by talking about it. We must act and act quickly.

Finally, in our progress toward getting people back to work we require two safeguards against a return of the evils of the old order. There must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people's money. There also must be rules and policies for an adequate but stable currency.

These are the lines of attack. I shall presently urge upon a new Congress, in special session, detailed measures to carry them out. I shall seek the immediate assistance of the several States.

Through this program of action we must focus on putting our own national house in order and make sure we only spend as much as we earn. While our international trade is important, it comes second to having a healthy national economy. I favor as a practical policy the putting of first things first, and shall spare no effort to restore world trade, but the emergency at home cannot wait.

The basic thought that guides these specific means of national recovery is not narrowly nationalistic. It is built upon the interdependence of the many parts of the United States. It is a recognition of the American pioneer spirit as the way to recovery. It is the best assurance that this recovery will last.

In the field of world policy I would dedicate this Nation to the policy of the good neighbor. The neighbor respects himself and, because he does so, respects the rights of others. The good neighbor respects his obligations and takes seriously his agreements with a world of neighbors.

If I read the temper of our people correctly, we now realize more than ever that we are interdependent; that we cannot merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are ready and willing to submit our lives and property to this because it makes possible a leadership which aims at a larger good. I pledge that by sharing a larger purpose, we will be bound together by a sense of duty previously only felt in time of war.

With this pledge taken, I am ready to command this great army of our people dedicated to an attack upon our common problems.

Action is possible under the form of government which we have inherited from our ancestors. Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without losing its essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has produced. It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife, of world relations.

Hopefully the normal balance of Executive and Legislative authority may be adequate to meet the new task before us. But it may be that the need for immediate action may call for a temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend to Congress the measures that a stricken Nation in the midst of a stricken world may require. I will try to get these steps or those that Congress suggests passed quickly.

But even if Congress shall fail to take one of these two courses, and there is a national emergency, I shall not evade the clear course of duty. I shall ask the Congress for the one remaining instrument to meet the crisis — broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

For the trust placed in me I will return the courage and the devotion that befit the time. I can do no less.

We face the difficult days that lie before us in the warm courage of national unity; with the clear consciousness of seeking old and precious moral values; with the satisfaction that comes from the stern performance of duty by the old and young alike. We aim to secure a fuller and permanent national life.

We do not distrust the future of essential democracy. The people of the United States have not failed. They have made clear that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

In this dedication of a Nation we humbly ask the blessing of God. May He protect each and every one of us. May He guide me in the days to come.

"Famous Speeches: Franklin D. Roosevelt's First Inaugural Address." Newsela. Web. 05 Apr. 2016.

Photographs Taken During The Great Depression, 1929-1939



The Cherry Pickers, near Millville, New Jersey. The cherry crop is harvested by local families, men, women, and children
Dorothea Lange, Library of Congress Prints and Photographs Division Washington, DC



Plantation owner. Mississippi Delta, near Clarksdale, Mississippi
Dorothea Lange, Library of Congress Prints and Photographs Division Washington, DC



Family walking on highway, five children. Started from Idabel, Oklahoma. Bound for Krebs, Oklahoma. Pittsburg County, Oklahoma. In 1936 the father farmed on thirds and fourths at Eagleton, McCurtain County, Oklahoma. Was taken sick with pneumonia and lost farm. Unable to get work on Work Projects Administration and refused county relief in county of fifteen years residence because of temporary residence in another county after his illness.
Dorothea Lange, Library of Congress Prints and Photographs Division Washington, DC



Loafers' wall, by courthouse, Batesville, Arkansas
Carl Mydans, Library of Congress Prints and Photographs Division Washington, DC

Prompt :

After reading President Roosevelt's First Inaugural Address in which he proclaims, "This great nation will endure" and viewing the photographs taken during The Great Depression, compare and contrast the upbeat, confident and, enthusiastic tones and phrases of the President's speech with the conditions facing the subjects featured in the FSA photographs. Use evidence from reading and viewing to support your response. Your essay should be five paragraphs minimum.

Tips for Writing a Good Essay:

- Be sure to address the prompt. Answer any questions that are being asked.
- Create an interesting introduction to your essay that clearly states the claim/thesis (The thesis is the point your paper is trying to prove).
- Provide reasons to support your claim.
- Include evidence from the reading as you write the body of the essay.
- Close your essay with a restatement of your claim and a final thought.

Analytical Essay Graphic Organizer

Introductory Paragraph

Hook/Grabber:

Introduce the reading:

Thesis statement:

Body Paragraphs (Repeat 3 or more times for different points in body paragraphs)

Topic Sentence

Example from text(s):

- Introduction to quote from first reading:

- Quote from first reading:

- How quote relates to thesis:

- Introduction to quote from second reading:

- Quote from second reading:

- How quote relates to thesis:

Reminder: Use transitional words and phrases when introducing new ideas/ quotes / paragraphs.

Concluding Paragraph

Review Points made in each body paragraph:

Restate the thesis using different words:

Final thoughts for the reader to consider:

GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to task, purpose, and audience; includes little to no text-based evidence lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Please note: the above rubric will be used for grading the essay.