

Supporting Rigorous English Language Arts Teaching and Learning

TCAP ELA WRITING RESEARCH SIMULATION TASK

STUDENT PACKET – Tasks

Tennessee Department of Education
English Language Arts
Grade 11

Student Directions

Today you will be taking the **ELA Writing Research Simulation Task**. The test is made up of three texts and some short tasks and writing prompts about those texts.

There are some important things to remember as you complete the test:

- The time you have for reading and writing is 150 minutes. Midway through the testing time, you will take a break from writing. I will notify you when you have five minutes remaining before your break. You may return to edit your previous responses during the session following the break, if you have time.
- Read each task carefully and think about the best way to answer it.
- Write your response where appropriate.
- Answer only about the texts and tasks you are given.
- You may use the blank paper provided to you for pre-writing activities and notes, but only responses written in the designated areas will be scored.

If you do not know the answer to a task, skip it and go on to the next task. You may return to it later if there is time.

ELA Writing Research Simulation Task Introduction

The 19th Amendment to the U.S. Constitution was ratified on August 18, 1920 and granted women the right to vote in the United States:

“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.”

During this assessment, you will read three speeches that argue in support of women’s suffrage.

ELA Writing Research Simulation Task Texts

Three texts will be used in this set of short tasks and writing prompts. The print texts are included in the accompanying text packet:

- Text 1: “Address to the Senate on the Nineteenth Amendment” by President Woodrow Wilson
- Text 2: “The Crisis” by Carrie Chapman Catt
- Text 3: “On Women’s Right to Vote” by Susan B. Anthony

ELA Writing Research Simulation Task Assessment Items

Three short tasks and two writing prompts have been provided:

- Analytic Summary of Text 1
- Vocabulary in Text 2
- Central Ideas in Text 2
- Theme and Purpose in Text 3
- Analysis of Texts 1, 2, and 3

1. Analytic Summary

Please read President Woodrow Wilson’s “Address to the Senate on the Nineteenth Amendment.”¹ Wilson gave this speech in 1918, two years before the women’s suffrage amendment was ratified.

Write an essay that states Wilson’s point of view and that summarizes and analyzes how the style and content of the speech contribute to its persuasiveness. Be sure to cite strong and thorough evidence from the text to support your analysis. Follow the conventions of standard written English. Write your essay in the space provided in the next pages.

You may use this area for notes ONLY. Use the lined pages to write your essay.

¹ Wilson, Woodrow. (1918). “Address to the Senate on the Nineteenth Amendment.” (public domain) Retrieved from http://www.public.iastate.edu/~aslagell/SpCm416/Woodrow_Wilson_suff.html

2. Vocabulary

Please read “The Crisis,”² a speech delivered by Carrie Chapman Catt to the National American Women’s Suffrage Association in 1916, two years before Wilson’s speech. Catt served as president of the Association and was the founder of the League of Women Voters and the International Alliance of Women.

Now complete the two-part item below.

In her speech, Catt states: “Our movement is like a great Niagara with a vast volume of water tumbling over its ledge but turning no wheel.”

Part A

Which sentence comes closest to what Catt means by this simile?

- A. Our movement has power that is being utilized.
- B. Our movement has power that is being wasted.
- C. Our movement has power that is being captured.
- D. Our movement has power that is being corrupted.
- E. Our movement has power that is being misdirected.

Part B

Which **TWO** phrases from the text best help the reader understand the meaning of this simile?

- A. “Our supporters are spreading the argument of our cause.”
- B. “our organized machinery is set for the propagandistic stage”
- C. “our gains and of our resources and they are all we could wish”
- D. “lacks cohesion, organization, unity and consequent momentum”
- E. “They have been ‘agitated and educated’ and are with us in belief.”
- F. “they feel no sense of responsibility for the realization of our hopes.”
- G. “everywhere . . . are suffragists—millions of them, but inactive and silent”
- H. “dropped out, because . . . the movement seemed negative and pointless”

² Catt, Carrie. (1916). “The Crisis.” Presidential address to the National American Women’s Suffrage Association (public domain). Retrieved from *Social Justice Speeches* (2013). www.edchange.org/multicultural/speeches/catt_the_crisis.html

3. Central Ideas

In her speech “The Crisis,”³ Catt develops several central ideas. Complete the three-part item below.

Part A

Determine two central ideas that are developed by the details in Catt’s speech and that interact or build on one another. In your own words, write these two central ideas as sentences in the table on the next page.

Part B

Select three particular details in the speech that develop each of the two central ideas you determined in Part A. Write the line numbers of these details in the table on the next page.

Part C

Finally, write a brief analysis of how these two central ideas develop over the course of the text, including how they interact and build on one another. Write this analysis in the final row of the table on the next page.

³ Catt, Carrie. (1916). “The Crisis.” Presidential address to the National American Women’s Suffrage Association (public domain). Retrieved from *Social Justice Speeches* (2013). www.edchange.org/multicultural/speeches/catt_the_crisis.html

Central Idea #1 (Part A)	Central Idea #2 (Part A)
Detail for Central Idea #1 (Part B)	Detail for Central Idea #2 (Part B)
#1	#1
#2	#2
#3	#3
Analysis (Part C)	

4. Theme and Purpose

Please read Susan B. Anthony's speech "On Women's Right to Vote."⁴ Anthony gave this speech after her arrest for voting in the 1872 Presidential election, almost fifty years before the Nineteenth Amendment was ratified. Anthony was later tried, convicted, and ordered to pay a \$100 fine, which she never paid.

Now complete the three-part item below.

Part A

Determine the purpose of Anthony's speech. Write the purpose as a sentence in the table on the next page.

Part B

Determine a theme Anthony develops in her speech. Write the theme as a sentence in the table on the next page.

Part C

Determine three details from the speech that help to develop the theme you determined in Part B. Write the line numbers of these three details under the theme in the table on the next page.

⁴ Anthony, Susan. (1873). "On Women's Right to Vote." (public domain) Retrieved from *The History Place* (2013). www.historyplace.com/speeches/anthony.htm

Purpose (Part A)

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Theme (Part B)

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Detail (Part C)

#1

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#2

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#3

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5. Analysis

You have read three speeches about the right of women to vote. These three texts provided you with arguments in support of women's suffrage.

The three texts are:

- "Address to the Senate on the Nineteenth Amendment" by President Woodrow Wilson
- "The Crisis" by Carrie Chapman Catt
- "On Women's Right to Vote" by Susan B. Anthony

Write an essay that delineates and evaluates the reasoning in all three speeches and argues which speech has the most effective reasoning. Be sure to cite strong and thorough evidence from all three texts to support your analysis. Follow the conventions of standard written English. Write your essay in the space provided in the next pages.

You may use this area for notes ONLY. Use the lined pages to write your essay.

