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*Tennessee Department of Education's  
Tennessee Comprehensive Assessment Program  
for English Language Arts*

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**Grade 11 Writing  
Practice Task II  
2014–2015**

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# ***TCAP Grade 11 Writing***

## ***Practice Task II***

### ***Directions***

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#### **Student Directions**

Today you will be taking the Grade 11 Writing Task. The task is made up of two texts and two prompts. For each prompt, you are to plan and write an essay about the text(s) according to the instructions provided. Your essays will be scored as rough drafts, but you should watch for careless errors.

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

- The time you have for reading both texts and answering the prompts will be 120 minutes.
- Read each prompt carefully and think about the best way to answer it.
- Write only about the texts and prompts you are given.
- You may complete pre-writing activities and notes before beginning your response, but do not write your response on the same pages as your pre-writing activities or notes.
- If you do not know the answer to a prompt, skip it and go on to the next prompt. You may return to it later if there is time.

#### **Topic**

In 1775 and 1776, the colonists living in America under British rule were becoming increasingly dissatisfied with the restrictions placed upon them. This task will address the attitudes and opinions of two colonists.

#### **Texts**

- excerpt from *Common Sense* by Thomas Paine
- excerpt from “**Give Me Liberty or Give Me Death**” by Patrick Henry

# TCAP Grade 11 Writing

## Practice Task II

### Text 1

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#### Text 1 Introduction

In the excerpt from *Common Sense* by Thomas Paine, the author discusses the relationship between the American colonies and Great Britain.

Please read the excerpt from *Common Sense* and then answer Prompt 1.

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excerpt from  
**Common Sense**  
Thomas Paine

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1 I have heard it asserted by some, that as America hath flourished under her former connexion<sup>1</sup>  
2 with Great-Britain, that the same connexion is necessary towards her future happiness, and will  
3 always have the same effect. Nothing can be more fallacious than this kind of argument. We may  
4 as well assert that because a child has thrived upon milk, that it is never to have meat, or that the  
5 first twenty years of our lives is to become a precedent for the next twenty. But even this is  
6 admitting more than is true, for I answer roundly, that America would have flourished as much,  
7 and probably much more, had no European power had any thing to do with her. The commerce,  
8 by which she hath enriched herself are the necessaries of life, and will always have a market  
9 while eating is the custom of Europe.

10 But she has protected us, say some. That she hath engrossed us is true, and defended the  
11 continent at our expence as well as her own is admitted, and she would have defended Turkey  
12 from the same motive, viz.<sup>2</sup> the sake of trade and dominion.

13 Alas, we have been long led away by ancient prejudices, and made large sacrifices to  
14 superstition. We have boasted the protection of Great-Britain, without considering, that her  
15 motive was *interest* not *attachment*; that she did not protect us from *our enemies* on *our account*,  
16 but from *her enemies* on *her own account*, from those who had no quarrel with us on any *other*  
17 *account*, and who will always be our enemies on the *same account*. Let Britain wave her  
18 pretensions to the continent, or the continent throw off the dependance, and we should be at

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<sup>1</sup> **connexion:** archaic spelling of “connection”

<sup>2</sup> **viz.:** namely

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# TCAP Grade 11 Writing

## Practice Task II

### Text 1

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19 peace with France and Spain were they at war with Britain. The miseries of Hanover<sup>3</sup> last war  
20 ought to warn us against connexions.

21 It hath lately been asserted in parliament, that the colonies have no relation to each other but  
22 through the parent country, *i.e.* that Pennsylvania and the Jerseys, and so on for the rest, are sister  
23 colonies by the way of England; this is certainly a very round-about way of proving relationship,  
24 but it is the nearest and only true way of proving enemyship, if I may so call it. France and Spain  
25 never were, nor perhaps ever will be our enemies as *Americans*, but as our being the *subjects of*  
26 *Great-Britain*.

27 But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes  
28 do not devour their young, nor savages make war upon their families. . . . Europe, and not  
29 England, is the parent country of America. This new world hath been the asylum for the  
30 persecuted lovers of civil and religious liberty from *every part* of Europe. Hither have they fled,  
31 not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far  
32 true of England, that the same tyranny which drove the first emigrants from home, pursues their  
33 descendants still.

34 In this extensive quarter of the globe, we forget the narrow limits of three hundred and sixty  
35 miles (the extent of England) and carry our friendship on a larger scale; we claim brotherhood  
36 with every European Christian, and triumph in the generosity of the sentiment.

37 It is pleasant to observe by what regular gradations we surmount the force of local prejudice, as  
38 we enlarge our acquaintance with the world. A man born in any town in England divided into  
39 parishes, will naturally associate most with his fellow parishioners (because their interests in  
40 many cases will be common) and distinguish him by the name of *neighbour*; if he meet him but a  
41 few miles from home, he drops the narrow idea of a street, and salutes him by the name of  
42 *townsman*; if he travel out of the county, and meet him in any other, he forgets the minor  
43 divisions of street and town, and calls him *countryman*; *i.e.* *county-man*; but if in their foreign  
44 excursions they should associate in France or any other part of *Europe*, their local remembrance  
45 would be enlarged into that of *Englishmen*. And by a just parity of reasoning, all Europeans  
46 meeting in America, or any other quarter of the globe, are *countrymen*; for England, Holland,  
47 Germany, or Sweden, when compared with the whole, stand in the same places on the larger  
48 scale, which the divisions of street, town, and county do on the smaller ones; distinctions too  
49 limited for continental minds. Not one third of the inhabitants, even of this province, are of

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<sup>3</sup> **Hanover:** the family name of the kings of England

# *TCAP Grade 11 Writing*

## *Practice Task II*

### *Text 1*

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50 English descent. Wherefore I reprobate<sup>4</sup> the phrase of parent or mother country applied to  
51 England only, as being false, selfish, narrow and ungenerous.

52 But admitting, that we were all of English descent, what does it amount to? Nothing. Britain,  
53 being now an open enemy, extinguishes every other name and title: And to say that  
54 reconciliation is our duty, is truly farcical. The first king of England, of the present line (William  
55 the Conqueror) was a Frenchman, and half the Peers of England are descendants from the same  
56 country; wherefore, by the same method of reasoning, England ought to be governed by France.

57 Much hath been said of the united strength of Britain and the colonies, that in conjunction they  
58 might bid defiance to the world. But this is mere presumption; the fate of war is uncertain,  
59 neither do the expressions mean any thing; for this continent would never suffer itself to be  
60 drained of inhabitants, to support the British arms in either Asia, Africa, or Europe.

61 Besides, what have we to do with setting the world at defiance? Our plan is commerce, and that,  
62 well attended to, will secure us the peace and friendship of all Europe; because, it is the interest  
63 of all Europe to have America a *free port*. Her trade will always be a protection, and her  
64 barrenness of gold and silver secure her from invaders.

65 I challenge the warmest advocate for reconciliation, to shew<sup>5</sup>, a single advantage that this  
66 continent can reap, by being connected with Great Britain. I repeat the challenge, not a single  
67 advantage is derived. Our corn will fetch its price in any market in Europe, and our imported  
68 goods must be paid for buy them where we will.

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Paine, Thomas. "Thoughts on the Present State of American Affairs," Section III in *Common Sense*. Philadelphia: R. Bell, 1776. Public Domain.

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<sup>4</sup> **reprobate:** condemn

<sup>5</sup> **shew:** show

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# *TCAP Grade 11 Writing*

## *Practice Task II*

### *Prompt 1*

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#### **Prompt 1**

You have now read the excerpt from *Common Sense* by Thomas Paine. In this text, Paine develops several central ideas.

Determine two central ideas of the text and write an essay that analyzes how the author develops these ideas over the course of the text, including how they interact and build on one another. Be sure to cite evidence from the text to support your analysis. Follow the conventions of standard written English.

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# ***TCAP Grade 11 Writing***

## ***Practice Task II***

### ***Text 2***

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#### **Text 2 Introduction**

In the excerpt from “**Give Me Liberty or Give Me Death**” by **Patrick Henry**, Henry urges his fellow American colonists to fight to gain their freedom from Great Britain.

Please read “Give Me Liberty or Give Me Death” and then answer Prompt 2.

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#### **Give Me Liberty or Give Me Death**

**Patrick Henry**

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1 I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of  
2 no way of judging of the future but by the past. And judging by the past, I wish to know what  
3 there has been in the conduct of the British ministry for the last ten years to justify those hopes  
4 with which gentlemen have been pleased to solace themselves and the House. Is it that insidious  
5 smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to  
6 your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious  
7 reception of our petition comports with those warlike preparations which cover our waters and  
8 darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we  
9 shown ourselves so unwilling to be reconciled that force must be called in to win back our love?  
10 Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last  
11 arguments to which kings resort.

12 I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to  
13 submission? Can gentlemen assign any other possible motive for it? Has Great Britain any  
14 enemy in this quarter of the world to call for all this accumulation of navies and armies? No, sir,  
15 she has none. They are meant for us: they can be meant for no other. They are sent over to bind  
16 and rivet upon us those chains which the British ministry have been so long forging. And what  
17 have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten  
18 years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in  
19 every light of which it is capable; but it has been all in vain.

20 Shall we resort to entreaty and humble supplication? What terms shall we find which have not  
21 been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer. Sir, we have

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# *TCAP Grade 11 Writing*

## *Practice Task II*

### *Text 2*

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22 done everything that could be done, to avert the storm which is now coming on. We have  
23 petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the  
24 throne, and have implored its interposition to arrest the tyrannical hands of the ministry and  
25 Parliament. Our petitions have been slighted; our remonstrances have produced additional  
26 violence and insult; our supplications have been disregarded, and we have been spurned, with  
27 contempt, from the foot of the throne!

28 In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no  
29 longer any room for hope. If we wish to be free—if we mean to preserve inviolate those  
30 inestimable privileges for which we have been so long contending—if we mean not basely to  
31 abandon the noble struggle in which we have been so long engaged, and which we have pledged  
32 ourselves never to abandon, until the glorious object of our contest shall be obtained—we must  
33 fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left  
34 us!

35 They tell us, sir, that we are weak—unable to cope with so formidable an adversary. But when  
36 shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally  
37 disarmed, and when a British guard shall be stationed in every house? Shall we gather strength  
38 by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely  
39 on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us  
40 hand and foot?

41 Sir, we are not weak if we make a proper use of those means which the God of nature has placed  
42 in our power. Three millions of people armed in the holy cause of liberty, and in such a country  
43 as that which we possess, are invincible by any force which our enemy can send against us.  
44 Besides, sir, we shall not fight our battles alone. There is a just God who presides over the  
45 destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not  
46 to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If  
47 we were base enough to desire it, it is now too late to retire from the contest. There is no retreat  
48 but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains  
49 of Boston! The war is inevitable—and let it come! I repeat it, sir, let it come!

50 It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace—but there is no  
51 peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears

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# ***TCAP Grade 11 Writing***

## ***Practice Task II***

### ***Text 2***

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52 the clash of resounding arms! Our brethren are already in the field! Why stand we here idle?  
53 What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to  
54 be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what  
55 course others may take; but as for me, give me liberty or give me death!

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Henry, Patrick. "Give Me Liberty or Give Me Death" (speech), 1775. Virginia Convention at St. John's Church in Richmond, VA. Public domain.

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# *TCAP Grade 11 Writing*

## *Practice Task II*

### *Prompt 2*

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#### **Prompt 2**

You have now read two texts relating to the American colonists' desire to be free from British rule:

- excerpt from *Common Sense* by Thomas Paine
- excerpt from “**Give Me Liberty or Give Me Death**” by Patrick Henry

Write an essay that argues which author more effectively uses rhetoric to advance his purpose. Be sure to cite evidence from both texts to support your argument. Follow the conventions of standard written English.

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