**Grade Band 11-12 Performance Assessment Sample: Heather Gerrard (Ogden City District)**

A Three Passage Text Set – Roosevelt, Sinclair, and Riis

Passage #1: Theodore Roosevelt, *The Man with the Muckraker.*

Source: Free from Project Gutenberg; The Project Gutenberg EBook Standard Selections A Collection and Adaptation of Superior Productions From Best Authors For Use in Class Room and on the Platform

<http://www.gutenberg.org/files/19926/19926-h/19926-h.htm#THE_MAN_WITH_THE_MUCK-RAKE45>

Lexile: 1380

Placement: More Complex

Word Count: 640

Passage #2: Upton Sinclair, *The Jungle*.

Source: Free from Project Gutenberg; The Project Gutenberg EBook of The Jungle, by Upton Sinclair:

<http://www.gutenberg.org/files/140/140-h/140-h.htm#link2HCH0009>

Lexile: 1210

Placement Complex

Word Count: 1270

Passage #3: Jacob Riis. *How the Other Half Lives*

Source: Free from American Libraries; On Open Library; How the Other Half Lives: Studies Among the Tenements of New York

http://archive.org/stream/howotherhalfliv00riisgoog#page/n324/mode/2up

Lexile: 610

Placement: Less Complex

Word Count: 171

Standards Addressed in Learning Tasks 1, 2, and 3:

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

 RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RI.11-12.1:  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Assessment rubric to be used for close reading tasks[: Reader Self-Assessment Rubric/Standards Side-by-Side: Grades 11-12 Close Reading of Informational Text](http://www.schools.utah.gov/CURR/langartsec/Close-Reading-Rubrics/Grade_11-12_CLOSE-READING-RUBRIC.aspx)

Rubric available at this link: <http://www.schools.utah.gov/CURR/langartsec/Close-Reading-Rubrics/Grade_11-12_CLOSE-READING-RUBRIC.aspx>

Assessment rubric to be used for argument writing tasks: [Rubric/Utah Writing Standards Side-by-Side: Grades 11-12 Argumentation](http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics/Grade-11-12-RUBRIC-ARGUMENT.aspx)

Rubric available at this link: <http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics/Grade-11-12-RUBRIC-ARGUMENT.aspx>

Learning Task 1: (DOK 3)

* 1. Complete a close reading of passage #1.
  2. What does Roosevelt imply the muckrakers are doing to society with their writings? Give one specific example that supports you claim. Discuss your evidence and claim with a partner. Listen to your partner’s evidence and claim and then discuss any similarities or differences.
  3. With the same partner identify the claim Roosevelt is making in his speech. Identify three pieces of evidence that support you and your partner’s analysis of his claim.
  4. With another pair (group of 4) share your analyses of the speech and discuss why this speech is seen by historians as a blow to muckraking.

Passage #1: Theodore Roosevelt: *The man with the Muckraker*

Theodore Roosevelt, April 15, 1906

In Bunyan's Pilgrim's Progress you may recall the description of the Man with the Muck Rake, the man who could look no way but downward, with the muck rake in his hand; who was offered a celestial crown for his muck rake, but who would neither look up nor regard the crown he was offered, but continued to rake to himself the filth of the floor. In Pilgrim's Progress the Man with the Muck Rake is set forth as the example of him whose vision is fixed on carnal instead of spiritual things. Yet he also typifies the man who in this life consistently refuses to see aught that is lofty, and fixes his eyes with solemn intentness only on that which is vile and debasing.

Now, it is very necessary that we should not flinch from seeing what is vile and debasing. There is filth on the floor, and it must be scraped up with the muck rake; and there are times and places where this service is the most needed of all the services that can be performed. But the man who never does anything else, who never thinks or speaks or writes, save of his feats with the muck rake, speedily becomes, not a help but one of the most potent forces for evil. There are in the body politic, economic and social, many and grave evils, and there is urgent necessity for the sternest war upon them. There should be relentless exposure of and attack upon every evil man, whether politician or business man, every evil practice, whether in politics, business, or social life. I hail as a benefactor every writer or speaker, every man who, on the platform or in a book, magazine, or newspaper, with merciless severity makes such attack, provided always that he in his turn remembers that the attack is of use only if it is absolutely truthful…….

……. It is because I feel that there should be no rest in the endless war against the forces of evil that I ask the war be conducted with sanity as well as with resolution. The men with the muck rakes are often indispensable to the wellbeing of society; but only if they know when to stop raking the muck, and to look upward to the celestial crown above them, to the crown of worthy endeavor. There are beautiful things above and round about them; and if they gradually grow to feel that the whole world is nothing but muck, their power of usefulness is gone.

If the whole picture is painted black there remains no hue whereby to single out the rascals for distinction from their fellows. Such painting finally induces a kind of moral color blindness; and people affected by it come to the conclusion that no man is really black, and no man really white, but they are all gray. In other words, they neither believe in the truth of the attack, nor in the honesty of the man who is attacked; they grow as suspicious of the accusation as of the offense; it becomes well-nigh hopeless to stir them either to wrath against wrongdoing or to enthusiasm for what is right; and such a mental attitude in the public gives hope to every knave, and is the despair of honest men. To assail the great and admitted evils of our political and industrial life with such crude and sweeping generalizations as to include decent men in the general condemnation means the searing of the public con science. There results a general attitude either of cynical belief in and indifference to public corruption or else of a distrustful inability to discriminate between the good and the bad. Either attitude is fraught with untold damage to the country as a whole.

Learning Task 2: (DOK 3)

2.1 Complete a close reading of passage #2 and #3 and determine the subject of Upton Sinclair’s novel *The Jungle* and what message he wanted to send to the public. Then do the same for Jacob Riis’ *How the Other Half Lives.* Identify three pieces of evidence from the passages to support your claim.

2.2 With a partner discuss both claims and the evidence. Then determine what effect Sinclair’s *The Jungle* and Riis’ *How the Other Half Lives* might have had on the American public. Identify two images from the passage that would have created the impact you and your partner inferred from the passage.

Passage #2Upton Sinclair; *The Jungle*

Excerpt from Chapter 9

Then one Sunday evening, Jurgis sat puffing his pipe by the kitchen stove, and talking with an old fellow whom Jonas had introduced, and who worked in the canning rooms at Durham's; and so Jurgis learned a few things about the great and only Durham canned goods, which had become a national institution. They were regular alchemists at Durham’s; they advertised a mushroom-catsup, and the men who made it did not know what a mushroom looked like. They advertised “potted chicken,” — and it was like the boardinghouse soup of the comic papers, through which a chicken had walked with rubbers on. Perhaps they had a secret process for making chickens chemically — who knows? said Jurgis’ friend; the things that went into the mixture were tripe, and the fat of pork, and beef suet, and hearts of beef, and finally the waste ends of veal, when they had any. They put these up in several grades, and sold them at several prices; but the contents of the cans all came out of the same hopper. And then there was “potted game” and “potted grouse,” “potted ham,” and “deviled ham” — de-vyled, as the men called it. “De-vyled” ham was made out of the waste ends of smoked beef that were too small to be sliced by the machines; and also tripe, dyed with chemicals so that it would not show white; and trimmings of hams and corned beef; and potatoes, skins and all; and finally the hard cartilaginous gullets of beef, after the tongues had been cut out. All this ingenious mixture was ground up and flavored with spices to make it taste like something. Anybody who could invent a new imitation had been sure of a fortune from old Durham, said Jurgis’ informant; but it was hard to think of anything new in a place where so many sharp wits had been at work for so long; where men welcomed tuberculosis in the cattle they were feeding, because it made them fatten more quickly; and where they bought up all the old rancid butter left over in the grocery stores of a continent, and “oxidized” it by a forced-air process, to take away the odor, rechurned it with skim milk, and sold it in bricks in the cities! Up to a year or two ago it had been the custom to kill horses in the yards — ostensibly for fertilizer; but after long agitation the newspapers had been able to make the public realize that the horses were being canned. Now it was against the law to kill horses in Packingtown, and the law was really complied with — for the present, at any rate. Any day, however, one might see sharp-horned and shaggy- haired creatures running with the sheep and yet what a job you would have to get the public to believe that a good part of what it buys for lamb and mutton is really goat's flesh! There was another interesting set of statistics that a person might have gathered in Packingtown — those of the various afflictions of the workers. When Jurgis had first inspected the packing plants with Szedvilas, he had marveled while he listened to the tale of all the things that were made out of the carcasses of animals, and of all the lesser industries that were maintained there; now he found that each one of these lesser industries was a separate little inferno, in its way as horrible as the killing beds, the source and fountain of them all. The workers in each of them had their own peculiar diseases. And the wandering visitor might be skeptical about all the swindles, but he could not be skeptical about these, for the worker bore the evidence of them about on his own person — generally he had only to hold out his hand.

There were the men in the pickle rooms, for instance, where old Antanas had gotten his death; scarce a one of these that had not some spot of horror on his person. Let a man so much as scrape his finger pushing a truck in the pickle rooms, and he might have a sore that would put him out of the world; all the joints in his fingers might be eaten by the acid, one by one. Of the butchers and floorsmen, the beef-boners and trimmers, and all those who used knives, you could scarcely find a person who had the use of his thumb; time and time again the base of it had been slashed, till it was a mere lump of flesh against which the man pressed the knife to hold it. The hands of these men would be criss- crossed with cuts, until you could no longer pretend to count them or to trace them. They would have no nails, — they had worn them off pulling hides; their knuckles were swollen so that their fingers spread out like a fan. There were men who worked in the cooking rooms, in the midst of steam and sickening odors, by artificial light; in these rooms the germs of tuberculosis might live for two years, but the supply was renewed every hour. There were the beef-luggers, who carried two-hundred-pound quarters into the refrigerator-cars; a fearful kind of work, that began at four o'clock in the morning, and that wore out the most powerful men in a few years. There were those who worked in the chilling rooms, and whose special disease was rheumatism; the time limit that a man could work in the chilling rooms was said to be five years. There were the wool-pluckers, whose hands went to pieces even sooner than the hands of the pickle men; for the pelts of the sheep had to be painted with acid to loosen the wool, and then the pluckers had to pull out this wool with their bare hands, till the acid had eaten their fingers off. There were those who made the tins for the canned meat; and their hands, too, were a maze of cuts, and each cut represented a chance for blood poisoning. Some worked at the stamping machines, and it was very seldom that one could work long there at the pace that was set, and not give out and forget himself and have a part of his hand chopped off. There were the “hoisters,” as they were called, whose task it was to press the lever which lifted the dead cattle off the floor. They ran along upon a rafter, peering down through the damp and the steam; and as old Durham’s architects had not built the killing room for the convenience of the hoisters, at every few feet they would have to stoop under a beam, say four feet above the one they ran on; which got them into the habit of stooping, so that in a few years they would be walking like chimpanzees. Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor — for the odor of a fertilizer man would scare any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor, their peculiar trouble was that they fell into the vats; and when they were fished out, there was never enough of them left to be worth exhibiting — sometimes they would be overlooked for days, till all but the bones of them had gone out to the world as Durham’s Pure Leaf Lard!

Passage #3: Jacob Riis; *How the Other Half Lives*

*Be a little careful, please. The hall is dark and you might stumble over the children pitching pennies back there. Not that it would hurt them; kicks and cuffs are their daily diet. They have little else. . . . All the fresh air enters these stairs is from the hall-door that is forever slamming. . . . Here is a door. Listen! That short, hacking cough, that tiny helpless wail—what do they mean? . . . The child is dying with measles. With half a chance it might have lived; but it had none. That dark bedroom killed it…..They are true. When the summer heats come with their suffering they have meaning more terrible than words can tell. …There are plenty of houses with half a hundred such in. The tenement is much like the one in front we just left, only fouler, closer, darker—we will not say more cheerless. The word is a mockery. A hundred thousand people lived in rear tenements in New York last year.*

Learning Task 3: (DOK 3 and 4)

3.1 In a group of 3 or 4 compare the two arguments in the political speech and the muckraker writings. Based on the evidence determined in the previous learning tasks identify who gives the stronger argument for how to approach social reform efforts during the progressive era. Use a T-Chart to organize your group’s discussion of the two opposing sides. Make sure to include specific evidence from each passage.

3.2 Writing Prompt: Evaluate the roles of journalists in exposing immigrant and factory labor during the early 1900’s. Determine whether or not the muckrakers’ writing tactics were appropriate or unethical. Use specific evidence from all three passages to support your claim. [(Use Rubric/Utah Writing Standards Side-by-Side: Grades 11-12 Argumentation)](http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics/Grade-11-12-RUBRIC-ARGUMENT.aspx)