Your assignment from May 27 — June 2:

1. Select a “critical lens” quotation from a previous ELA Regents Exam.
2. Write an outline for an essay response using that quotation as the critical lens (see below).
3. Write the essay response in full. Only type your response if you have those accommodations. Give yourself between 60 and 90 minutes to finish.
4. Submit the complete, handwritten essay when you walk in on June 2.

Your grades for May 27 — June 2:

☐ 100 points for the outline.

No matter which quotation you pick, the prompt is the same. Here it is:

Part 4 (Question 28)

Write a critical essay in which you discuss two works of literature you have read from the particular perspective of the statement that is provided for you in the Critical Lens. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works. You may use scrap paper to plan your response. Write your essay in the essay booklet.

Critical Lens:

“QUOTATION TEXT.”

— AUTHOR

TEXT FROM WHICH THE QUOTATION WAS TAKEN
DATE AND/OR PUBLICATION INFORMATION

Guidelines:

Be sure to

• Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis
• Indicate whether you agree or disagree with the statement as you have interpreted it
• Choose two works you have read that you believe best support your opinion
• Use the criteria suggested by the critical lens to analyze the works you have chosen
• Avoid plot summary. Instead, use specific references to appropriate literary elements (for example: theme, characterization, setting, point of view) to develop your analysis
• Organize your ideas in a unified and coherent manner
• Specify the titles and authors of the literature you choose
• Follow the conventions of standard written English

For each of the possible critical lens quotations on the next page, take carefully note of which month and year it was used. You will need this information next week, when you will be analyzing state-scored exemplars in order to determine your own strengths and weaknesses. Write the month and year of your chosen quotation at the top of your response.

NOTE: FOLLOW ALL DIRECTIONS.
**DIRECTIONS:** CHOOSE A CRITICAL LENS FROM THE FOLLOWING LIST, PLUG IT INTO THE PROMPT ON PAGE ONE, AND THEN WRITE YOUR ESSAY.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CRITICAL LENS</th>
<th>Author/Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN. 2014</td>
<td>“…only when it is dark enough can you see the stars.”</td>
<td>Martin Luther King, Jr. “I’ve Been to the Mountaintop” delivered at Mason Temple, Memphis, TN, April 3, 1968</td>
</tr>
<tr>
<td>AUG. 2013</td>
<td>“…the truth is often unpopular…”</td>
<td>Adlai E. Stevenson Commencement Address at Michigan State University, June 8, 1958</td>
</tr>
<tr>
<td>JUNE 2013</td>
<td>“…the greater the difficulty, the greater the glory.”</td>
<td>Cicero Ethical Writings of Cicero 1887 Translation</td>
</tr>
<tr>
<td>JAN. 2013</td>
<td>“Circumstances are beyond the control of man; but his conduct is in his own power.”</td>
<td>Benjamin Disraeli Contarini Fleming, 1832</td>
</tr>
<tr>
<td>AUG. 2012</td>
<td>“…it is impossible to go through life without trust…”</td>
<td>Graham Greene The Ministry of Fear, 1945</td>
</tr>
<tr>
<td>JUNE 2012</td>
<td>“…fear is simply the consequence of every lie.”</td>
<td>Fyodor Dostoevsky from The Brothers Karamazov 1990 Translation</td>
</tr>
<tr>
<td>JAN. 2012</td>
<td>“No two persons regard the world in exactly the same way…”</td>
<td>J. W. von Goethe “Introduction to the Propyläen” from Prefaces and Prologues to Famous Books, 1910</td>
</tr>
<tr>
<td>AUG. 2011</td>
<td>“…we pay a price for everything we get or take in this world…”</td>
<td>L. M. Montgomery Anne of Green Gables, 1908</td>
</tr>
<tr>
<td>JUNE 2011</td>
<td>“…men are at the mercy of events and cannot control them.”</td>
<td>Herodotus The Histories of Herodotus, 1958</td>
</tr>
<tr>
<td>JAN. 2011</td>
<td>“…although the world is full of suffering, it is full also of the overcoming of it.”</td>
<td>Helen Keller Optimism, 1903</td>
</tr>
</tbody>
</table>
Your assignment from June 2 — June 6:

1. Submit the complete, handwritten essay.
2. Read and annotate the state-scored exemplars and rubric for your chosen critical lens statement.
3. Discuss your essay in class and online with your peers and teachers.
4. Score yourself and provide written justification for that score.

Your grades for May 27 — June 2:

- 100 points for completing all of the steps above in full.
- 100 points for the online and in-class adversarial.

Once you have written your essay response, load the following site:

http://www.nysedregents.org/ComprehensiveEnglish/

This contains every prompt, answer key, and scored exemplar for the ELA Regents Exam going back three years. Find the month and year of your quotation, and then click on “Scoring Key and Rating Guide.” Now load the link that looks like this one:

- Question 28, 6A - 4C, pages 27-52 (1.7 MB)
- Question 28, 3A - 1B and Practice Papers, pages 53-76 (1.3 MB)

NOTE: DO NOT PRINT THESE SCORING GUIDES. USE THE CHROMEBOOKS AND/OR YOUR OWN DEVICES TO READ.

Study the rubric first, and then look through the model papers for each level. Work with your peers and teacher, focusing on your own essay, which you must score accurately and specifically using the same criteria as the state.

To receive credit for the week — the 100-point adversarial assignment and the 100-point essay assignment — you must write a scoring justification for your own essay that looks exactly like the scoring commentary for the state. You must quote your own essay, reference the rubric, and be specific and accurate.

NOTE: A COPY OF THE SCORING COMMENTARY FOR ONE OF THE ESSAYS FROM JANUARY OF 2014 IS REPRINTED ON THE BACK OF THIS SHEET. USE IT AS A MODEL.
## Anchor Level 6 – A

<table>
<thead>
<tr>
<th>Quality</th>
<th>The response:</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis, stating that <em>only in the face of great adversity can true virtue and hope be displayed and noting that good people shine the brightest when they are surrounded by a society of malice and oppression</em>. The response uses the criteria to make insightful analysis of <em>To Kill a Mockingbird</em> (However, it is in this state of unrest and hardship that the calm and mild-mannered Atticus is able to shine brightest and prove his moral superiority) and of <em>The Grapes of Wrath</em> (John Steinbeck ... shows the ability of a few migrants to maintain their humanity and a sense of hope in spite of the incessant hostility of their society).</td>
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</tr>
<tr>
<td><strong>Development</strong></td>
<td>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from <em>To Kill a Mockingbird</em> (When Atticus, a lawyer, is chosen to defend a black man charged with the rape of a white woman, the true colors of the townsfolk are shown: The racist townspeople threaten Atticus, frighten his children, and cause vicious unrest; Atticus defends the black man to the best of his ability) and from <em>The Grapes of Wrath</em> (The main characters, the Joad family, are thrown off their land. By the end of the novel, the family of thirteen is comprised of only six, Tom Joad begins to preach ideals of the Bible). The response incorporates appropriate literary elements, discussing the use of contrasting perspectives and imagery in the texts.</td>
<td></td>
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<tr>
<td><strong>Organization</strong></td>
<td>Maintains the focus established by the critical lens on how noble men and women of an ignoble world can shine when necessity calls on them. The response exhibits a logical and coherent structure, first interpreting the lens and defining good people, then discussing the overwhelming obstacles faced by Atticus Finch and the incessant hostility of their society encountered by the Joads, and ending with a summary conclusion that emphasizes the difficulty faced by such noble men and women. The response makes skillful use of appropriate devices and transitions (<em>Thus, highlighting; Despite this suffering; Therefore</em>).</td>
<td></td>
</tr>
<tr>
<td><strong>Language Use</strong></td>
<td>Is stylistically sophisticated, using language that is precise and engaging (virtuous qualities gain prominence, denizens of his community, the staunchly contrasting perspectives), with a notable sense of voice and awareness of audience and purpose. The response varies structure and length of sentences to enhance meaning (<em>This necessity is most effective when in the form of hardship or intense suffering</em>).</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</td>
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</tbody>
</table>

**Conclusion:** Overall, the response best fits the criteria for Level 6 in all qualities.