

## ELA.10.CR.1.14.109 C1 T14

Sample Item Id:	ELA.10.CR.1.14.109
Grade/Model:	10/4
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone
Secondary Target(s):	n/a
Standard(s):	RI-4, L-5a
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0,1,2,3
Correct Response:	See rubric
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. <b>Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	<a href="http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx">http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx</a>
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze a metaphor and explain how it supports the speaker's argument.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

*Stimulus Text:*

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

**Inaugural Address**  
by President John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting

their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

*Item Prompt:*

In paragraph 5, President Kennedy states “those who foolishly sought power by riding the back of the tiger ended up inside.” Analyze what Kennedy means and how this metaphor relates to his argument. Support your response using information from the passage.

<b>Scoring Rubric</b>	
<b>3</b>	A response: <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to analyze figurative language and its impact on meaning</li> <li>• Includes specific explanations that make clear reference to the text</li> <li>• Fully supports the explanations with clearly relevant details from the text</li> </ul>
<b>2</b>	A response: <ul style="list-style-type: none"> <li>• Gives some evidence of the ability to analyze figurative language and its impact on meaning</li> <li>• Includes some specific explanations that make reference to the text</li> <li>• Adequately supports the explanations with relevant details from the text</li> </ul>
<b>1</b>	A response: <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to analyze figurative language and its impact on meaning</li> <li>• Includes explanations but they are not explicit or make only vague references to the text</li> <li>• Supports the explanations with at least one detail but the relevance of that detail to the text must be inferred</li> </ul>

**0**

- A response gets no credit if it provides no evidence of the ability to analyze figurative language and its impact on meaning, includes no relevant information from the text, or is vague.

*Scoring Notes:*

Response may include, but is not limited to: The only way to keep from being eaten by a tiger is to continue riding it, which is an impossible task. Kennedy uses this metaphor to make a point about countries that align themselves with despotic powers. The end result of riding a tiger is certain death, just as the end result of alignment with a despot is annihilation. Kennedy is trying to warn countries that they should look out for their own welfare by supporting freedom and aligning themselves with other free countries.

**Score Point 3 Sample:**

The metaphor President Kennedy used, "those who foolishly sought power by riding the back of the tiger ended up inside," means if you ride on a tiger you are going to get eaten by the tiger. Kennedy used this metaphor as a warning to other countries that might join with other more powerful but dangerous nations. The larger dangerous nations would end up swallowing, or destroying, the smaller nation. Kennedy wanted all countries to support their own freedom by joining with other free countries, such as the United States, and then we could help them remain free.

**Score Point 2 Sample:**

President Kennedy used this metaphor to warn countries not to support dangerous countries (tigers) or the dangerous countries would take them over. Small countries might want to be powerful but they need to be careful what countries they join with or they could end up losing all of their freedoms. Kennedy is telling them that if they join with dangerous powerful countries they will be destroyed, but if they join with countries that support freedom they will be free too.

**Score Point 1 Sample:**

Riding a tiger is dangerous and no one should ride a tiger if they don't want to get eaten. President Kennedy said this to warn countries that the same thing will happen to them if they try to take power that does not belong to them. They might have some power for a while, but then they will only end up inside more powerful countries.

**Score Point 0 Sample:**

President Kennedy was telling people not to ride tigers or they would end up inside the tiger.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



**Recommended Placement for Assessment: Grade 10 or 11**

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Very complex:</u> Highly theoretical.</p> <p><b>Text Structure:</b>  <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p><b>Language Features:</b>  <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p><b>Knowledge Demands:</b>  <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1380L; above grade                      Flesch-Kincaid: 10.9                      Word Count: 621</p> <p style="background-color: #0056b3; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul>

Adapted from the 2012 ELA SCASS work