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ASSIGNMENT DETAILS**PROMPT TO STUDENTS**

1. Write a 5 paragraph argumentative essay in which you prove why General Eisenhower or President Bush's speech is stronger due to his use of ethos, pathos, and/or logos.

RUBRIC USED - (LVONHOLLEN - ARGUMENT ESSAY RUBRIC)**General Directions:**

- This rubric is designed to evaluate student essays based on specific criteria. Each criterion is assessed on a scale from 'Exceeds Expectations' to 'Needs Improvement'.
- Ensure that all parts of the essay are present and follow the guidelines provided for each criterion.
- Pay attention to the specific requirements for each section, including the use of evidence, reasoning, and writing conventions.

Criteria 1: Introduction

- Standard Met (10): The introduction includes a strong hook that captures attention, a smooth transition into context and background, and concludes with a direct claim outlining the essay's argument.
- Approaching Standard (7): The introduction contains a hook and transitions into background or context, but these elements may be weak. A claim is present but lacks strength.
- Nearly Approaching (5): The introduction lacks a hook, transition, or background. There is no clear claim indicating the essay's argument.

Criteria 2: Evidence

- Standard Met (10): The essay provides compelling and relevant evidence that supports the claim, with clear references to the article.
- Approaching Standard (7): The essay includes relevant evidence but may lack depth or specific references to the text.
- Nearly Approaching (5): The evidence provided is limited or irrelevant, with missing citations or references to the article.

Criteria 3: Reasoning

- Standard Met (10): The reasoning is logical, well-developed, and effectively explains how the evidence supports the claim. The explanation is detailed, does not repeat evidence, and includes analysis of rhetorical devices, audience impact, and strength.
- Approaching Standard (7): The reasoning is generally sound, explaining how the evidence supports the claim, but may restate evidence. It includes some analysis of audience impact and strength.
- Nearly Approaching (5): The reasoning is flawed, illogical, or fails to clearly explain how the evidence supports the claim.

Criteria 4: Counterclaim

- Standard Met (10): The essay acknowledges a valid counterclaim with a clear and thorough explanation.
- Approaching Standard (7): The essay acknowledges a counterclaim, but the explanation is weak or underdeveloped.
- Nearly Approaching (5): The counterclaim is vague or missing.

Criteria 5: Rebuttal

- Standard Met (10): The rebuttal is strong and effectively addresses the counterclaim.

- Approaching Standard (7): The rebuttal is present but lacks full conviction or depth.
- Nearly Approaching (5): The rebuttal is weak or does not effectively address the counterclaim.

Criteria 6: Transitions

- Standard Met (10): The essay features smooth, logical transitions between ideas and paragraphs.
- Approaching Standard (7): Transitions are present but may be awkward or unclear, with some difficulty in following the flow between paragraphs.
- Nearly Approaching (5): Transitions are minimal or absent, making it difficult to follow ideas from one sentence to the next.

Criteria 7: Spelling & Grammar

- Standard Met (10): The essay has no or very few spelling/grammar errors; writing is clear and polished. Any mistakes are minor typos that do not impact understanding.
- Approaching Standard (7): The essay contains some spelling/grammar errors that distract from the writing and may interrupt the flow of understanding.
- Nearly Approaching (5): Frequent errors distract from meaning or clarity, significantly impacting the reader's understanding.

FORMATTING TEMPLATE USED - (DETAILED - BALANCED - NUMERIC GRADE)

[Instructions: Generate detailed, specific feedback for each rubric criterion and score it according to rubric. Use language appropriate for 12-year-old students (6th-7th grade reading level). Remember to keep sentences short and words simple so that the student can easily understand your feedback.]

Special Requirements:

- Important: In the introduction, the student must write:
 - "September 11, 2001" instead of "9/11"
 - "Battle of Normandy on June 6, 1944" instead of just "D-Day"
- If dates aren't properly formatted, deduct points from the Spelling & Grammar criterion
- Grade each criterion according to the rubric scoring levels
- When advising on how to create a hook, suggest they describe a scene or use a surprising fact. - Do not recommend asking a question to the reader

Language Guidelines for 12-year-olds:

- Always use simple, clear sentences suitable for a 6th-7th grade reading level
- Break complex ideas into smaller, easy-to-understand points
- Use words and phrases that 12-year-olds commonly use and understand
- Keep feedback concrete and specific, avoiding abstract concepts
- Use "you" statements to directly address the student
- Avoid complex vocabulary and long sentences
- Replace difficult words with simpler alternatives whenever possible
- Ensure every sentence is easy for a 12-year-old to read and understand

- Examples of How to Phrase Feedback Appropriately:

- Instead of saying, "Your introduction effectively sets the stage with vivid imagery," say, "Your beginning paints a clear picture and grabs attention."

- Instead of, "Consider revising for grammatical accuracy," say, "Try fixing some small grammar mistakes to make your writing even better."

- Instead of, "The reasoning is generally sound but lacks depth," say, "You have good ideas, and adding more details will make them even stronger."

- Instead of, "Transitions are present but occasionally awkward," say, "Your essay flows nicely in some parts, but you can use words like 'also' or 'next' to make it even smoother."

Analysis Must:

- Evaluate the student's ideas in a way that they can understand
- Use simple words to explain how they can make their work even better
- Provide specific examples from their essay to help them see what you mean
- Keep your explanations clear and straightforward
- Adhere strictly to the grading type and rating in the rubric

Avoid:

- Complex academic jargon or advanced vocabulary that may confuse a 12-year-old
- Overly general praise without specifics
- Abstract suggestions without concrete examples
- Negative phrasing; focus on positive, constructive feedback
- Long, complex sentences; keep sentences short and straightforward
- Talking down to students; maintain a respectful and encouraging tone
- Words or phrases that are not commonly used by 12-year-olds

]

Criteria Evaluation

[For each criterion in rubric:]

[Criterion Name]

Strengths:

[For each criterion where the student meets or exceeds rubric requirements, quote specific phrases from their text that demonstrate this achievement.]

Areas for Improvement:

[For each criterion where the student's work does not achieve maximum rubric points, quote their relevant text, explain why it misses full points, and provide targeted improvements using their existing writing.]

Rubric Requirements Checklist:

✓ [List each rubric requirement with ✓ if met, X if not met]
[Continue for all requirements]

Criteria Scoring:

- Met Requirements: [List number]
- Missed Requirements: [List number]
Rating: [Qualitative Rating from Rubric Scale]

Score: [Points earned from Rubric Scale]

Final Score

Total Points: [Sum of points]

STUDENT SUBMISSIONS

STUDENT 1 ES

STUDENT SUBMISSION (15816)

Put yourself in the shoes of a young soldier, ready to go on your first mission. You're leaving your family and home, knowing that you probably will not see them again after the Battle of Normandy on June 6, 1944 (D-Day). Or, visualize yourself, on September 11th, 2001, running from the falling World Trade Center, as fires and debris fall around you. These were the unfortunate scenarios that many Americans faced. President George W. Bush gave a speech on 9/11, and so did General Dwight Eisenhower on the night of D-Day. Both the speeches are excellent, but President Bush's speech is stronger, due to his use of pathos and ethos to empower his nation in a time of grief and fear.

Some may argue that General Eisenhower's speech is greater due to his use of logos. An example is when he said "Your task will not be an easy one. Your enemy is well-trained, well-equipped, and battle-hardened. He will fight savagely." This phrase is meant to prepare the soldiers for what they would face, telling the soldiers that their opponent would be more experienced and aggressive. However, this could easily have discouraged the warriors; they would already be weary enough. They would unnecessarily get more anxious after hearing the General himself declare the opponent's strength. On the other hand, in the 9/11 speech, President Bush used encouraging words like "strong," "stand down," and "go forward." These words all show resilience, and by using these words in his speech, Bush inspired the world to move on from the tragic attack.

President Bush's speech is stronger due to his use of pathos in his speech. For instance, in paragraph 1, Bush said, "These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong." This is pathos, because it is meant to make the people feel a certain way. This is important, because in this statement, the President begins to empower the world after the attack. Naturally, after such a horrible day, everyone would be angry, frightened, and sad. By saying the country is strong, this emboldened the people to slowly come out of their pain. They would know that they would survive.

Another reason President Bush's speech is stronger is because of his use of ethos in his speech. For example, in paragraph 3, he says "Immediately following the first attack, I implemented our government's emergency response plans." This is ethos because it tells the people to trust him. This statement is important because it tells the public exactly what the president did to control the situation. And later, in that same paragraph, when Bush says, "The functions of the government continue without interruption," it shows that the steps taken by the president were going to work. It tells the American people that they had a leader that they could trust and rely on.

To conclude, President Bush's speech is more powerful than General Eisenhower's D-Day speech. With the help of ethos and pathos, it instills the hope that America will get through this tragedy and courage to stand down other terrorist attacks.

FEEDBACK (15816)**## Criteria Evaluation****### Introduction****#### Strengths:**

- *******Put yourself in the shoes of a young soldier, ready to go on your first mission.******* This is a great start that grabs the reader's attention.
- *******You're leaving your family and home, knowing that you probably will not see them again after the Battle of Normandy on June 6, 1944 (D-Day).******* You give important background information here.
- *******President George W. Bush gave a speech on 9/11, and so did General Dwight Eisenhower on the night of D-Day. Both the speeches are excellent, but President Bush's speech is stronger, due to his use of pathos and ethos to empower his nation in a time of grief and fear.******* This clearly states your main idea.

Areas for Improvement:

- You wrote *******President George W. Bush gave a speech on 9/11*******. Instead, try writing *******President George W. Bush gave a speech on September 11, 2001******* to be more clear.
- Also, when you mention *******on the night of D-Day*******, it's better to say *******on the night before the Battle of Normandy on June 6, 1944******* so the reader knows exactly when.

Rubric Requirements Checklist:

- ✓ Strong hook that captures attention
- ✓ Smooth transition into context and background
- ✓ Direct claim outlining the essay's argument

Criteria Scoring:

- Met Requirements: 3
- Missed Requirements: 0
- Rating: ****Standard Met****
- Score: ****10****

Evidence**#### Strengths:**

- *******An example is when he said 'Your task will not be an easy one. Your enemy is well-trained, well-equipped, and battle-hardened. He will fight savagely.'******* You used a clear quote from Eisenhower's speech.
- *******For instance, in paragraph 1, Bush said, 'These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong.'******* You provided a good example from Bush's speech.
- *******For example, in paragraph 3, he says 'Immediately following the first attack, I implemented our government's emergency response plans.'******* Another strong piece of evidence.

Areas for Improvement:

- Try to include more details about where the quotes come from, like the speech title or date, to make your evidence even stronger.

Rubric Requirements Checklist:

- ✓ Compelling and relevant evidence
- ✓ Supports the claim
- ✓ Clear references to the article

Criteria Scoring:

- Met Requirements: 3
 - Missed Requirements: 0
- Rating: **Standard Met**
Score: **10**

Reasoning

Strengths:

- **"This phrase is meant to prepare the soldiers for what they would face, telling the soldiers that their opponent would be more experienced and aggressive." You explained why the quote is important.**
- **"By saying the country is strong, this emboldened the people to slowly come out of their pain. They would know that they would survive." Good job explaining how the evidence supports your point.**
- **"It tells the American people that they had a leader that they could trust and rely on." You show how Bush's words built trust.**

Areas for Improvement:

- Sometimes you repeat what the evidence says. Try adding more about how the words affect the people listening.
- You can talk more about how the speeches use pathos and ethos to make the audience feel and trust.

Rubric Requirements Checklist:

- ✓ Logical reasoning
- ✓ Explains how evidence supports the claim
- ✗ Does not repeat evidence
- ✓ Includes analysis of rhetorical devices, audience impact, and strength

Criteria Scoring:

- Met Requirements: 3
 - Missed Requirements: 1
- Rating: **Approaching Standard**
Score: **7**

Counterclaim

Strengths:

- **"Some may argue that General Eisenhower's speech is greater due to his use of logos." You acknowledged another point of view.**
- **"An example is when he said 'Your task will not be an easy one...' You explained the counterclaim with evidence.**

Areas for Improvement:

- Make sure to explain why some people might think Eisenhower's use of logos makes his speech stronger.
- Add a bit more detail about why others might favor Eisenhower's speech.

Rubric Requirements Checklist:

- ✓ Acknowledges a valid counterclaim
- ✓ Clear explanation

Criteria Scoring:

- Met Requirements: 2
 - Missed Requirements: 0
- Rating: **Standard Met**
Score: **10**

Rebuttal

Strengths:

- **"However, this could easily have discouraged the warriors; they would already be weary enough." You countered the counterclaim.**
- **"They would unnecessarily get more anxious after hearing the General himself declare the opponent's strength." You explained why Eisenhower's approach might not be better.**

Areas for Improvement:

- Expand on why Bush's speech is stronger in this context.
- Use more strong words to show confidence in your rebuttal.

Rubric Requirements Checklist:

- ✓ Rebuttal effectively addresses the counterclaim

Criteria Scoring:

- Met Requirements: 1
 - Missed Requirements: 0
- Rating: **Standard Met**

Score: **10**

Transitions

Strengths:

- **"On the other hand, in the 9/11 speech..."** This helps move from one idea to another.
- **"Another reason President Bush's speech is stronger..."** Good way to introduce a new point.
- **"To conclude, President Bush's speech is more powerful..."** Nice transition to your ending.

Areas for Improvement:

- Use more transition words like "also," "next," or "because" to make your essay flow even better.

Rubric Requirements Checklist:

- ✓ Smooth, logical transitions between ideas and paragraphs

Criteria Scoring:

- Met Requirements: 1
- Missed Requirements: 0

Rating: **Standard Met**

Score: **10**

Spelling & Grammar

Strengths:

- Your writing is clear and easy to understand.
- Very few spelling mistakes.

Areas for Improvement:

- You wrote **"President George W. Bush gave a speech on 9/11."** Remember to write **"September 11, 2001" instead of "9/11."**
- Also, write **"September 11, 2001" instead of "September 11th, 2001."**

Rubric Requirements Checklist:

- X Very few spelling/grammar errors
- ✓ Writing is clear and polished
- X Mistakes are minor typos that do not impact understanding

Criteria Scoring:

- Met Requirements: 1
- Missed Requirements: 2

Rating: **Approaching Standard**

Score: **7**

Final Score

Total Points: **64 out of 70**

STUDENT 2 ES

STUDENT SUBMISSION (15815)

Soldiers, Sailors, and Airmen of the Allied Expeditionary Force! You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you..." Imagine this in your ear as you sway back and forth upon a boat purely made of metal ready to storm a beach made for certain death. Or the president of the United States coming on live TV spreading the news about a terrorist attack made to destroy America. This was the reality soldiers faced on June 6, 1944 as they were about to storm a Nazi territory. This would later become a crucial precedent for the Americans known as the Battle of Normandy. The reality that civilians faced on September 11, 2001 was a terrorist attack on the crucial landmarks of New York City and Washington. While two speeches show the bravery and courage of the leaders during the time, one speech uses strong and impactful words and phrases to uplift their people. This essay will show how General Eisenhower uses ethos, pathos and logos to uplift his soldiers in a time of doubt.

While some may argue that when Eisenhower created unnecessary stress for soldiers by saying, "The eyes of the world are upon you," (paragraph 1) some may disagree. When he says this, he might seem like he is putting pressure on the soldiers to do well and fight for America. Furthermore, he might seem like he doesn't have faith in the soldiers capabilities when he says this because he wants them to be more motivated. Rather than trying to increase pressure onto the soldiers, Eisenhower's words are meant to uplift them by reminding them who they are fighting for. They could be fighting for their companions beside them, the hundreds of thousands lives lost in the war, or most importantly, they could be fighting for their loved ones at home, hoping and praying that they would someday come home. At this moment in the war, Eisenhower uses powerful words to uplift his soldiers to victory and to remind them that they are being looked after and they are seen and they are being prayed and hoped for by the people back home.

Eisenhower's speech is more impactful because of his use of ethos in paragraph four. Eisenhower states, "I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than [a] full victory!" (paragraph 4) This is an example of ethos in paragraph 4 because he is saying to trust the expert that has been in battles for many years and knows how to uplift people in times of doubt. Furthermore, he expresses that he is confident in the soldiers and he assures them that they can pull a desperate victory against the Nazi soldiers and leaders. This is impactful because the assurance, determination, and confidence Eisenhower has portrayed will act upon the soldiers, who will in the end, strike a victory for the American people.

In addition to Eisenhower's use of ethos in paragraph 4, Eisenhower's speech also portrays a strong use of pathos. Eisenhower states, "The hopes and prayers of liberty loving people everywhere march with you...will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world," (paragraph 1) When Eisenhower says this gives them encouragement and determination to fight in the war. Furthermore, he emphasized that the soldiers will score a victory and they will bring down the "Nazi tyranny over the oppressed peoples of Europe". Eisenhower uses the feelings of hatred towards the Nazis to fuel his soldiers' determination to overthrow them. These words of encouragement ultimately led to a powerful victory for the American people.

To sum everything up, Eisenhower's Battle of Normandy speech was a better representation of ethos, pathos, and logos to pull his army of soldiers through a difficult time of Nazi tyranny. For example, he powerfully portrayed the use of ethos in paragraph four by telling his soldiers that he has "full confidence" in their "courage, devotion to duty and skill in battle," This led to the defeat of Nazi tyranny and the rise of the American victory. In paragraph one he strongly emphasizes the use of pathos by using powerful words like, "hopes, prayers...liberty loving...march with you...elimination...tyranny...oppressed...". In addition, these words that he used instilled hope to winning, and hatred to the Nazis. In the end, Eisenhower's speech was a better portrayal of ethos, pathos, and logos, to pull his soldiers through a tough time, due to his powerful words and his fueling determination and confidence.

FEEDBACK (15815)**## Criteria Evaluation****### Introduction****#### Strengths:**

- ****Engaging Hook:**** You start your essay with a powerful quote: **"*Soldiers, Sailors, and Airmen of the Allied Expeditionary Force! You are about to embark upon the Great Crusade..."** This grabs the reader's attention and makes them want to read more.
- ****Good Background Information:**** You provide important details about both historical events. For example, you write, **"*This was the reality soldiers faced on June 6, 1944 as they were about to storm a Nazi territory... The reality that civilians faced on September 11, 2001 was a terrorist attack on the crucial landmarks of New York City and Washington.*"**
- ****Clear Thesis Statement:**** You clearly state what your essay will be about: **"*This essay will show how General Eisenhower uses ethos, pathos and logos to uplift his soldiers in a time of doubt.*"**

Areas for Improvement:

- ****Clarify Sentences:**** Some sentences could be clearer. For instance, **"*Or the president of the United States coming on live TV spreading the news about a terrorist attack made to destroy America.*"** Try connecting this idea more smoothly to the previous sentence.

Rubric Requirements Checklist:

- ✓ Strong hook that captures attention
- ✓ Smooth transition into context and background
- ✓ Concludes with a direct claim outlining the essay's argument

Criteria Scoring:

- Met Requirements: 3
- Missed Requirements: 0
- **Rating:**** Standard Met
- **Score:**** 10

Evidence**#### Strengths:**

- ****Relevant Quotes:**** You use important quotes from Eisenhower's speech to support your ideas. For example, **"*The eyes of the world are upon you,*"** and **"*I have full confidence in your courage,**

devotion to duty and skill in battle.*"

- ****Supports Your Claim:**** The evidence you chose clearly shows how Eisenhower used ethos and pathos to inspire the soldiers.

Areas for Improvement:

- ****Cite the Speech Clearly:**** When you use quotes, try to mention where they come from, like the paragraph number, to make your evidence even stronger.

Rubric Requirements Checklist:

✓ Provides compelling and relevant evidence that supports the claim

✓ Clear references to the article

Criteria Scoring:

- Met Requirements: 2

- Missed Requirements: 0

****Rating:**** Standard Met

****Score:**** 10

Reasoning

Strengths:

- ****Explains How Evidence Supports the Claim:**** You do a good job explaining how your quotes show Eisenhower's use of ethos and pathos. For example, you write, "This is impactful because the assurance, determination, and confidence Eisenhower has portrayed will act upon the soldiers, who will in the end, strike a victory for the American people.*"

- ****Analyzes Rhetorical Devices:**** You talk about how Eisenhower uses ethos and pathos to affect the soldiers' feelings and actions.

Areas for Improvement:

- ****Add More Details:**** In some places, you could add more explanation about how the rhetorical devices work. For example, explain more about how ethos builds trust between Eisenhower and the soldiers.

Rubric Requirements Checklist:

✓ Reasoning is logical and well-developed

✓ Explains how the evidence supports the claim

✓ Includes analysis of rhetorical devices, audience impact, and strength

Criteria Scoring:

- Met Requirements: 3
- Missed Requirements: 0
- **Rating:** Standard Met
- **Score:** 10

Counterclaim

Strengths:

- **Acknowledges a Different Viewpoint:** You mention that some people might think Eisenhower's words added pressure: "While some may argue that when Eisenhower created unnecessary stress for soldiers..."
- **Clear Explanation:** You explain why someone might feel that way about his speech.

Areas for Improvement:

- **Expand on the Counterclaim:** You could add more details about why others might disagree with Eisenhower's approach to make your counterclaim even stronger.

Rubric Requirements Checklist:

- ✓ Acknowledges a valid counterclaim
- ✓ Provides a clear and thorough explanation

Criteria Scoring:

- Met Requirements: 2
- Missed Requirements: 0
- **Rating:** Standard Met
- **Score:** 10

Rebuttal

Strengths:

- **Effectively Addresses the Counterclaim:** You respond to the opposing view by explaining that Eisenhower's words were meant to uplift: "Rather than trying to increase pressure onto the soldiers, Eisenhower's words are meant to uplift them by reminding them who they are fighting for."

Areas for Improvement:

- **Provide More Examples:** Adding more examples of how his words inspired the soldiers would make your rebuttal even stronger.

Rubric Requirements Checklist:

- ✓ Rebuttal is strong
- ✓ Effectively addresses the counterclaim

Criteria Scoring:

- Met Requirements: 2
- Missed Requirements: 0
- Rating:** Standard Met
- Score:** 10

Transitions

Strengths:

- **Smooth Flow:** Your essay moves nicely from one idea to the next.
- **Uses Transition Words:** Words like "Furthermore," and "In addition," help connect your ideas.

Areas for Improvement:

- **Add More Transition Words:** You can use more words like "Also," "Next," or "Because of this," to make your essay flow even better.

Rubric Requirements Checklist:

- ✓ Smooth, logical transitions between ideas and paragraphs

Criteria Scoring:

- Met Requirements: 1
- Missed Requirements: 0
- Rating:** Standard Met
- Score:** 10

Spelling & Grammar

Strengths:

- ****Clear Writing:**** Your essay is easy to read and understand.
- ****Few Spelling Errors:**** There are very few spelling mistakes.

Areas for Improvement:

- ****Grammar Checks:**** Watch out for small grammar errors. For example:
 - ****"He might seem like he doesn't have faith in the soldiers capabilities**"** should be ****soldiers' capabilities**"** with an apostrophe.
 - ****"When Eisenhower says this gives them encouragement and determination to fight in the war.**"** This sentence could be clearer if written as, ****When Eisenhower says this, he gives them encouragement and determination to fight in the war.**"**
- ****Complete Sentences:**** Make sure all your sentences are complete and have all the needed words.

Rubric Requirements Checklist:

- ✓ Very few spelling/grammar errors
- ✓ Writing is clear and polished
- ✓ Mistakes are minor and do not impact understanding

Criteria Scoring:

- Met Requirements: 3
- Missed Requirements: 0
- **Rating:**** Standard Met
- **Score:**** 10

Final Score

****Total Points:**** 70

Great job on your essay! You have a strong introduction and use good evidence to support your ideas. Keep an eye on small grammar details, and try to add more explanations in some areas to make your points even stronger. Your writing shows a good understanding of how General Eisenhower used ethos and pathos to inspire his soldiers. Keep up the good work!

STUDENT 3 ES

STUDENT SUBMISSION (15817)

Imagine being inside the shoes of an everyday office worker in New York, trapped in a building that is spewing flames. Imagine having to make the decision of whether to be burned alive, or to jump to their deaths. Or, imagine a 19 year old boy, the only place ever known to him was the town he grew up in, waiting anxiously in a Higgins boat thousands of miles away from home as bullet shots are ringing in his ears. He knows that he might very well not see the dawn of tomorrow. Sadly, many Americans have faced these horrifying realities, whether it be for the victims of the horrifying 9/11 terrorist attack in New York, or the young soldiers that fought bravely in the Battle of Normandy. The events that happened on September 11th, 2001 forever changed the world, as did the events of the Battle of Normandy on June 6th, 1944. While both of these events share immense differences, the one major thing they share in common is that a leader stood up and delivered a speech. These two speeches sought to give hope and motivation to all those involved in these two events. Whether it be President George W. Bush's 9/11 speech or General Eisenhower's D-Day speech, they are both speeches that are powerful and share impactful ideas. This essay will show that President Bush's 9/11 speech is more strong due to his use of pathos and logos to bring the nation out of grief and lead them to a brighter future.

Although President Bush's speech is stronger, some may believe that General Eisenhower's speech is more powerful. People may argue that General Eisenhower's speech is stronger due to his use of ethos when he tells the men "I have full confidence in your courage, devotion to duty and skill in battle. We will accept no less than full Victory! (paragraph 4)" Yet, what they fail to see is that General Eisenhower is actually giving the soldiers more pressure on the soldiers to win, rather than motivating them to fight savagely and hard in battle. As Eisenhower says above, he has full confidence that the Americans would win, due to their courage and skill in battle. He is saying that there was no chance for the soldiers to lose. This would actually give the Americans a lot of false hope because they would underestimate their enemies and feel too sure about themselves winning. If the soldiers think that victory is guaranteed due to their superior courage and skill, they may overlook the challenges they will face on the battlefield, leading to overconfidence. In a highly pressured situation like this, this misplaced confidence could result in reckless decision making on the battlefield. Therefore, General Eisenhower's use of ethos in his speech gives too much confidence and pressure on the young soldiers to win the battle, rather than motivating them to fight to their last breath. As compared to Eisenhower's speech, President George W. Bush's speech is stronger due to his more skillful and empathetic use of pathos and logos.

One reason that President George W. Bush's speech is stronger is because of his use of pathos in his speech. For instance, in paragraph one he says, "These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong. (sentences 5-7)" President Bush is using pathos to give a confident and reassuring statement that America is strong, and no acts of evil, no matter how horrifying, will destroy the nation. He does this to give reassurance and to give encouragement to keep on being successful and to not surrender to acts of terror. He expresses that no act of evil, such as this terrorist attack, will ever drive America into chaos, because America is strong. Bush gives confidence to the Americans by making them believe that they will face any conflict face on, not cowering back and collapsing as a nation. His impactful words instill hope and bravery into the hearts of the American people, making them feel that their nation is powerful and that they could face any act of horror or evil. The feeling of unity and pride will encourage them

to recover from this sad event, and to continue to fight forward and be successful in their lives. Another strength of Bush's speech is his use of logos to make his nation powerful and confident once again.

Next, President George W. Bush's speech is more powerful due to his use of logos in his speech. For example, in paragraph 3 he says, "The functions of our government will continue without interruption. Federal agencies in Washington...will be open for business tomorrow. (sentences 6-7)" In this quote, Bush is using logos because he is using facts to tell the American's that their economy and functions will continue on. His words show the world that America will not crumble under this horrifying terrorist attack. He is also giving the Americans reassurance that their everyday lives will not be interrupted. This is impactful because Bush is instilling comfort to show the Americans that their nation won't collapse, that they can continue to pursue happiness(as stated in the Constitution). This is also strong because Bush shows the terrorists that what they did will not affect America, for the people are reunited by patriotism and hope. The feeling of reassurance that the Americans get from this will encourage them to move forward after this sad day to continue their daily lives.

After careful consideration, the two speeches made by President George W. Bush and General Eisenhower are influential in their own ways. They both have different purposes, claims, and audiences. President George W. Bush's speech addresses the Americans about the horrible incident that happened on September 11th, 2001 and to provide hope, comfort, and strength. General Eisenhower's speech addresses the young soldiers going to battle on June 6th, 1944 to give them motivation for the upcoming battle and to instill confidence in their fighting abilities. Although both speeches are great in their own way, one is more powerful than the other. President George W. Bush's speech is stronger than General Eisenhower's speech because he uses pathos and logos better to bring America out of grief and to lead them to a brighter future. All in all, President Bush's speech is more strong because he uses pathos and logos to connect with his fellow Americans deeply, both emotionally and intellectually.

FEEDBACK (15817)**## Criteria Evaluation****### Introduction****#### Strengths:**

- You started your essay with a strong beginning that grabs attention. For example, you wrote, "Imagine being inside the shoes of an everyday office worker in New York, trapped in a building that is spewing flames." This paints a clear picture and makes the reader interested.
- You smoothly moved from the hook to giving background about the events.
- You ended your introduction with a clear idea of what your essay will show. You wrote, "This essay will show that President Bush's 9/11 speech is more strong due to his use of pathos and logos to bring the nation out of grief and lead them to a brighter future."

Areas for Improvement:

- Remember to use "September 11, 2001" instead of "9/11" when you mention the date. This helps make your writing clearer.

Rubric Requirements Checklist:

- ✓ Includes a strong hook that captures attention
- ✓ Smooth transition into context and background
- ✓ Concludes with a direct claim outlining the essay's argument

Criteria Scoring:

- Met Requirements: 3
 - Missed Requirements: 0
- Rating: **Standard Met**
Score: **10**

Evidence**#### Strengths:**

- You used good quotes from President Bush's speech to support your ideas. For example, you wrote, "These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong."
- You clearly connected the evidence to your main points.

Areas for Improvement:

- Keep up the great work! You might also include more quotes from the speeches to make your essay even stronger.

Rubric Requirements Checklist:

- ✓ Provides compelling and relevant evidence that supports the claim
- ✓ Clear references to the article

Criteria Scoring:

- Met Requirements: 2

- Missed Requirements: 0

Rating: **Standard Met**

Score: **10**

Reasoning

Strengths:

- You did a great job explaining how your evidence supports your ideas. For example, you explained how President Bush's words give people hope and make them feel strong.

- You talked about how the speech uses feelings (pathos) and facts (logos) to reach people.

Areas for Improvement:

- Wonderful work! Adding even more details about how the speeches affect people could make your essay even better.

Rubric Requirements Checklist:

✓ Reasoning is logical and well-developed

✓ Explains how the evidence supports the claim

✓ Includes analysis of rhetorical devices, audience impact, and strength

Criteria Scoring:

- Met Requirements: 3

- Missed Requirements: 0

Rating: **Standard Met**

Score: **10**

Counterclaim

Strengths:

- You mentioned another point of view by saying some people might think General Eisenhower's speech is stronger.

- You explained why they might think that, using a quote from his speech.

Areas for Improvement:

- Good job! You could also explain more about why some people find Eisenhower's speech inspiring.

Rubric Requirements Checklist:

✓ Acknowledges a valid counterclaim

✓ Provides a clear and thorough explanation

Criteria Scoring:

- Met Requirements: 2

- Missed Requirements: 0

Rating: **Standard Met**

Score: **10**

Rebuttal

Strengths:

- You strongly argued against the counterclaim by explaining that Eisenhower's speech might put too much pressure on soldiers.

- You made clear points about why President Bush's speech is stronger.

Areas for Improvement:

- Excellent work! You might add more thoughts about how President Bush's speech helps people feel better.

Rubric Requirements Checklist:

✓ Rebuttal is strong and effectively addresses the counterclaim

Criteria Scoring:

- Met Requirements: 1

- Missed Requirements: 0

Rating: **Standard Met**

Score: **10**

Transitions

Strengths:

- Your essay flows nicely from one idea to the next.

- You used words like "Although," "One reason that," "Next," and "After careful consideration" to connect your paragraphs.

Areas for Improvement:

- Great job! You can keep using words like "also," "because," and "finally" to make your writing flow even more smoothly.

Rubric Requirements Checklist:

✓ Smooth, logical transitions between ideas and paragraphs

Criteria Scoring:

- Met Requirements: 1

- Missed Requirements: 0

Rating: ****Standard Met****

Score: ****10****

Spelling & Grammar

Strengths:

- Your writing is clear and easy to understand.

Areas for Improvement:

- Remember to write "September 11, 2001" instead of "9/11" in your essay. For example, change "President Bush's 9/11 speech" to "President Bush's September 11, 2001 speech."
- Also, instead of "D-Day," write "Battle of Normandy on June 6, 1944" to make it more precise.
- Fixing these small things will make your writing even better!

Rubric Requirements Checklist:

✓ Writing is clear

✗ Used "9/11" instead of "September 11, 2001"

✗ Used "D-Day" instead of "Battle of Normandy on June 6, 1944"

Criteria Scoring:

- Met Requirements: 1

- Missed Requirements: 2

Rating: ****Approaching Standard****

Score: ****7****

Final Score

****Total Points: 67 out of 70****

STUDENT 4 MS

STUDENT SUBMISSION (15814)

Imagine innocent people just minding their own business suddenly see fire and a plane crashed in the tower. Or people getting ready to jump out of a plane with very little survival rate of making it to the ground and ending enemy lives with planes getting bombed. All of the things that were told by me are true. The first event happened on September 11, 2001 and the second event on June 6, 1944 during the Battle of Normandy. Both these heroic speeches by General Eisenhower and president Bush gave the people there strength and courage to fight back. While both speeches shared their great moments, this essay will prove that General Eisenhower was the better speech due to the use of pathos and logos which led the nation of America to another great day that we are living now.

Though General Eisenhower's speech was better, some people argue that President George W. Bush was stronger due to his use of pathos. For example he says in paragraph 3 "America was targeted for attack because we are the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining. (sentence 4-5)". While this speech is meant to make people feel safe and made them feel like they had to do something It created suspicions knowing that they could not trust some people. In this moment when George W. Bush was in the whitehouse to give this speech to ensure people were not be startled by this sudden attack.

Therefore General Eisenhower's speech is stronger with the use of his pathos in the speech he gave. For example in paragraph 1 of General Eisenhower's speech he states "you are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty loving people everywhere march with you (sentences 1-3)". General Eisenhower makes it clear to the soldiers that this is to keep the world free from Nazi's. This inspires soldiers that they are not alone and will have them and soldiers created unity which made everyone in order to be prepared to fight one of the greatest enemies of all time.

Another reason General Eisenhower's speech was stronger because of his use of Logos to encourage the soldiers not to relax yet but to be prepared. For example in paragraph 1 the article states "Your task will not be an easy one. Your enemy is well trained, well equipped and battle hardened. He will fight savagely. (paragraph 2)". General Eisenhower clearly wants his men not to let their guard down and give their all to the world.

In my thoughts I would generally say that General Eisenhower had a better speech than President Bush. I clearly stated that his use of pathos and logos are much better and I listed why the speech was better.

FEEDBACK (15814)**## Criteria Evaluation****### Introduction****#### Strengths:**

- You started your essay with a scene to grab attention: **"Imagine innocent people just minding their own business suddenly see fire and a plane crashed in the tower."** This helps the reader picture the event.
- You told us when the events happened: **"The first event happened on September 11, 2001 and the second event on June 6, 1944 during the Battle of Normandy."** This gives important background.
- You made it clear what your essay is about: **"this essay will prove that General Eisenhower was the better speech due to the use of pathos and logos..."**

Areas for Improvement:

- Some sentences are a bit confusing. For example, **"Or people getting ready to jump out of a plane with very little survival rate of making it to the ground and ending enemy lives with planes getting bombed."** Maybe you could make this clearer by saying, **"Imagine soldiers jumping out of planes, knowing they might not survive, to fight a dangerous enemy."**
- Try to make your sentences flow smoothly from one idea to the next.
- Be careful with spacing and spelling. In **"onSeptember 11, 2001"** there's a missing space. It should be **"on September 11, 2001."**
- Your main idea can be stronger. Instead of **"this essay will prove that General Eisenhower was the better speech due to the use of pathos and logos which led the nation of America to another great day that we are living now,"** you could say, **"This essay will show that General Eisenhower's speech is stronger because he uses pathos and logos to inspire his soldiers."**

Rubric Requirements Checklist:

- ✓ Hook that captures attention
- ✓ Transition into context and background (may be weak)
- ✓ Claim is present but may lack strength

Criteria Scoring:

- Met Requirements: 3
- Missed Requirements: 0
- Rating: ****Approaching Standard****
- Score: ****7****

Evidence**#### Strengths:**

- You included important quotes from the speeches to support your ideas. For example, you wrote: **"For example in paragraph 1 of General Eisenhower's speech he states 'you are about to embark upon the Great Crusade...'"**
- You gave specific parts of the speeches, which helps show your points.

Areas for Improvement:

- Try to include even more details from the speeches to make your points even stronger.

Rubric Requirements Checklist:

- ✓ Provides compelling and relevant evidence that supports the claim
- ✓ Clear references to the article

Criteria Scoring:

- Met Requirements: 2
 - Missed Requirements: 0
- Rating: **Standard Met**
Score: **10**

Reasoning

Strengths:

- You tried to explain how the quotes support your ideas. For example, you wrote: **"This inspires soldiers that they are not alone..."**

Areas for Improvement:

- Some of your explanations are a bit confusing. For example, **"This inspires soldiers that they are not alone and will have them and soldiers created unity which made everyone in order to be prepared to fight one of the greatest enemies of all time."** This sentence is hard to understand.
- Try to clearly explain how the quote shows pathos or logos. For instance, you could say, **"General Eisenhower's words make the soldiers feel brave and united, which is an example of pathos because it appeals to their emotions."**
- Make sure to talk about how the speech affects the people listening.

Rubric Requirements Checklist:

- ✗ Reasoning is logical, well-developed, and effectively explains how the evidence supports the claim
- ✗ Explanation is detailed and does not repeat evidence
- ✗ Includes analysis of rhetorical devices, audience impact, and strength

Criteria Scoring:

- Met Requirements: 0
 - Missed Requirements: 3
- Rating: **Nearly Approaching**
Score: **5**

Counterclaim

Strengths:

- You mentioned that some people think President Bush's speech was stronger, and you provided a quote to show this.

Areas for Improvement:

- Your explanation of the other side's view is a bit unclear. For example, **"While this speech is meant**

to make people feel safe and made them feel like they had to do something It created suspicions knowing that they could not trust some people."**

- Try to explain more clearly why some people might find President Bush's speech stronger.

Rubric Requirements Checklist:

✓ Acknowledges a valid counterclaim

X Clear and thorough explanation

Criteria Scoring:

- Met Requirements: 1

- Missed Requirements: 1

Rating: **Approaching Standard**

Score: **7**

Rebuttal

Strengths:

- You tried to explain why General Eisenhower's speech was better, even though some people think President Bush's speech was stronger.

Areas for Improvement:

- Your response to the other side is a bit hard to understand. For example, **"It created suspicions knowing that they could not trust some people."**

- Try to clearly explain why General Eisenhower's speech is better, even though President Bush's speech has strong points.

Rubric Requirements Checklist:

✓ Rebuttal is present

X Lacks full conviction or depth

Criteria Scoring:

- Met Requirements: 1

- Missed Requirements: 1

Rating: **Approaching Standard**

Score: **7**

Transitions

Strengths:

- You used some transition words to connect your ideas. For example, **"Though General Eisenhower's speech was better, some people argue..."**

- You used **"Another reason..."** to introduce a new point.

Areas for Improvement:

- Some transitions are a bit awkward. For example, **"Therefore General Eisenhower's speech is stronger with the use of his pathos in the speech he gave."**

- Try to use words like **"Also," "In addition," "or" "Furthermore" to make your essay flow better.

Rubric Requirements Checklist:

✓ Transitions are present

X May be awkward or unclear

Criteria Scoring:

- Met Requirements: 1

- Missed Requirements: 1

Rating: **Approaching Standard**

Score: **7**

Spelling & Grammar

Strengths:

- You included important dates like **"September 11, 2001" and **"June 6, 1944 during the Battle of Normandy."*

Areas for Improvement:

- There are several spelling and grammar mistakes that make your essay hard to read.

- For example, **"onSeptember 11, 2001" should have a space: **"on September 11, 2001."*

- **"president Bush" should be **"President Bush."*

- **"whitehouse" should be **"White House."*

- Some sentences are too long or confusing. Try to check your work for spelling and grammar mistakes before turning it in.

Rubric Requirements Checklist:

X Very few spelling/grammar errors; writing is clear and polished

X Mistakes are minor typos that do not impact understanding

Criteria Scoring:

- Met Requirements: 0

- Missed Requirements: 2

Rating: **Nearly Approaching**

Score: **5**

Final Score

Total Points: **48**

STUDENT 5 MS

STUDENT SUBMISSION (15813)

Imagine being an ordinary 17 year old boy in a small and rusty plane, waiting for your turn to jump as dozens of bullets fly your direction. Or, picture yourself as a fireman, hearing hundreds of your colleagues hidden beneath stacks of debris. These scenarios are moments from the terrorist attack that struck the Twin Towers on September 11th, 2003, and during the largest amphibious assault in history that took place on June 6th, 1944. While both events took place at different times, they share a common theme; During both events, a leader stood up and delivered a speech to an audience, hoping to motivate and explain their current situation. President Bush delivered his speech on the night of the tragedy on 9/11. General Eisenhower delivered his speech prior to the battle that took place to defend America against the Nazi army. While both speeches were impactful to the audience, this writing will show why General Eisenhower's speech was stronger due to his use of pathos and logos to motivate his soldiers.

However, some would say that General Eisenhower is putting too much pressure and lowering the morale of his soldiers by stating, "Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely." While he is applying pressure, this is actually a good thing for his soldiers to hear because General Eisenhower is only being realistic towards his soldiers. Being realistic is good in this setting considering these soldiers are risking their lives and the least General Eisenhower could do is tell them what they are fighting against.

Therefore, the first contention states that General Eisenhower's speech was more impactful due to his use of pathos to motivate his soldiers. This is shown when General Eisenhower states, "The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you." (Eisenhower, paragraph 1) This quote from Eisenhower shows his soldiers that everyone believes in them. This is impactful towards his audience because it motivates his soldiers by reminding them that they are fighting for everyone's sake. This proves the claim because it shows that General Eisenhower effectively uses pathos to sway his audience's emotions.

My second contention proves General Eisenhower's speech superior when he uses Logos to give the soldiers more hope in victory. He gives an example of this when he remarks, "Our air defense air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. [...] The tide has turned!" (Eisenhower Paragraph 3) Eisenhower tells this to his soldiers to improve their morale and surge their hopes of winning. This proves my claim because this quote is a clear example of Logos because with reduced opponents to fight against, it improves their odds of winning.

In conclusion, I still believe that General Eisenhower's speech is more impactful than George W Bush's speech. This is because General Eisenhower expresses superior Pathos and Logos compared to George W Bush's speech. While some may say that Eisenhower's speech was too harsh toward his soldiers, I disagree because he is only being realistic.

FEEDBACK (15813)**## Criteria Evaluation****### Introduction****#### Strengths:**

- **Amazing Start!** You began your essay by helping us imagine being a young soldier or a fireman. For example, you wrote: "Imagine being an ordinary 17 year old boy in a small and rusty plane, waiting for your turn to jump as dozens of bullets fly your direction." This grabs attention right away.
- **Good Background Information:** You told us about the events that happened on those important dates.
- **Clear Claim:** You ended your introduction by saying: "This writing will show why General Eisenhower's speech was stronger due to his use of pathos and logos to motivate his soldiers." This tells us what your essay will be about.

Areas for Improvement:

- **Correct Dates:** Remember to use the right dates. You wrote "September 11th, 2003" but it should be "September 11, 2001."
- **Proper Names:** Instead of writing "on 9/11," please use "September 11, 2001" as required.
- **Specific Event Names:** Try to mention "Battle of Normandy on June 6, 1944" to make it clearer which event you're talking about.

Rubric Requirements Checklist:

- ✓ Strong hook that captures attention
- ✓ Smooth transition into context and background
- ✓ Concludes with a direct claim outlining the essay's argument

Criteria Scoring:

- Met Requirements: 3
 - Missed Requirements: 0
- Rating: **Standard Met**
Score: **10**

Evidence**#### Strengths:**

- **Great Quotes:** You used strong quotes from General Eisenhower's speech, like: "The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you."
- **Clear References:** You told us where the quotes came from, which is helpful.

Areas for Improvement:

- **No major improvements needed here.** You did a good job!

Rubric Requirements Checklist:

- ✓ Provides compelling and relevant evidence that supports the claim
- ✓ Clear references to the article

Criteria Scoring:

- Met Requirements: 2
 - Missed Requirements: 0
- Rating: ****Standard Met****
Score: ****10****

Reasoning

Strengths:

- ****Good Explanations:**** You explained how the quotes support your ideas.

Areas for Improvement:

- ****Add More Details:**** Try to tell us more about how the quote makes the soldiers feel and why that is important. For example, when you wrote about ****“The eyes of the world are upon you,”** you can explain that this might make the soldiers feel important and motivated.
- ****Audience Impact:**** Talk more about how the audience (the soldiers) might react to these words.

Rubric Requirements Checklist:

- ✓ Reasoning is logical and explains how the evidence supports the claim
- ✗ Explanation is detailed and includes analysis of rhetorical devices, audience impact, and strength

Criteria Scoring:

- Met Requirements: 1
 - Missed Requirements: 1
- Rating: ****Approaching Standard****
Score: ****7****

Counterclaim

Strengths:

- ****Acknowledged Other Views:**** You mentioned what others might think by writing: ****“However, some would say that General Eisenhower is putting too much pressure and lowering the morale of his soldiers...”**
- ****Clear Explanation:**** You explained this counterclaim well.

Areas for Improvement:

- ****No major improvements needed here.**** Good job!

Rubric Requirements Checklist:

- ✓ Acknowledges a valid counterclaim
- ✓ Provides a clear and thorough explanation

Criteria Scoring:

- Met Requirements: 2
 - Missed Requirements: 0
- Rating: **Standard Met**
Score: **10**

Rebuttal

Strengths:

- **Addressed the Counterclaim:** You argued against the counterclaim by saying that being realistic is good for the soldiers.

Areas for Improvement:

- **Strengthen Your Rebuttal:** Try to add more reasons why being realistic helps the soldiers prepare. Explain how knowing the truth can make them more determined.

Rubric Requirements Checklist:

- ✓ Rebuttal is present and addresses the counterclaim
- X Lacks full conviction or depth

Criteria Scoring:

- Met Requirements: 1
 - Missed Requirements: 1
- Rating: **Approaching Standard**
Score: **7**

Transitions

Strengths:

- **Smooth Flow:** You used words like "However," "Therefore," "My second contention," and "In conclusion," which help your essay flow smoothly.

Areas for Improvement:

- **No major improvements needed here.** Well done!

Rubric Requirements Checklist:

- ✓ Smooth, logical transitions between ideas and paragraphs

Criteria Scoring:

- Met Requirements: 1
- Missed Requirements: 0
Rating: **Standard Met**
Score: **10**

Spelling & Grammar

Strengths:

- **Clear Writing:** Your writing is easy to understand.

Areas for Improvement:

- **Check Dates:** You wrote "September 11th, 2003" but it should be "September 11, 2001."
- **Use Required Terms:** Instead of "9/11," please use "September 11, 2001" as asked.
- **Small Corrections:** In the sentence "waiting for your turn to jump as dozens of bullets fly your direction," it should be "bullets fly in your direction."

Rubric Requirements Checklist:

✓ Writing is mostly clear

✗ Contains some spelling/grammar errors that distract from the writing

Criteria Scoring:

- Met Requirements: 1
- Missed Requirements: 1
Rating: **Approaching Standard**
Score: **7**

Final Score

Total Points: 61

