

Informative / Explanatory

Grade 8

Dignity and Hope

The Great Depression. This notorious event put Americans' hope to the test. Leaving Americans economically and mentally drained. The Great Depression devastated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal" who knows what horrid ruins would remain as a result of The Great Depression.

"With no dependable income, we cut back on everything possible." This excerpt from the story "Digging in" by Robert J. Hastings shows the situation that each and every American faced. In the story, it is said that the family substituted toothpaste and toilet paper, for soda and catalog pages. Even common necessities had to be sacrificed during The Great Depression.

Along with their wallets, Americans' spirits were also crushed. In the poem "Debts" by Karen Hesse, the father of the family is facing a serious drought but still believes in rain. When reality sets in that rain is not likely to come, he is filled with rage and leaves to *** to the farm to avoid feuding with his pregnant wife. This man was a farmer, and had to rely on the most unreliable thing for a source of income, mother nature. This man, and every other Americans' spirits were tested during The Great

Introduces the topic clearly, previewing what is to follow: The writer gives a bit of context and indicates the main ideas that will be developed

Organizes ideas and information using categories: The writer organizes text-by-text within an overall cause-effect structure

Uses appropriate, varied transitions to clarify the relationships among ideas and concepts

Develops the topic with relevant, well-chosen, accurate facts and concrete details

Uses precise language and domain-specific vocabulary in well-chosen evidence from the poem to explain the topic

Analyzes evidence

Depression, and the number of those who still had hope was diminishing.

With America facing an economic doom, Americans turned to one man, Franklin Delano Roosevelt. With the promise of a New Deal to help end The Great Depression Roosevelt won the election by a landslide. He created jobs for three-million single men between seventeen and twenty-three years of age. Roosevelt's work relief program put 8.5 million Americans to work building roads, bridges, airports and more. Although Roosevelt did not end The Great Depression, he provided Americans with work and hope.

Establishes and maintains a formal style

The Great Depression left Americans mentally as well as economically **depletted**. This event tested the will of the American people, and left some citizens without any hope. With the help of Franklin Delano Roosevelt, America was able to get through The Great Depression with dignity and hope.

Provides a concluding section that follows from and supports the information presented

Spelling problems including typos are in yellow

Missing or incorrect apostrophes are in blue

Punctuation problems, including missing punctuation marks, are green.

Grammar and word choice problems are in pink

Student writing, even at a high level, is rarely perfect! As children learn to write, many times they will make errors because they are learning new words, phrases and writing skills. Creativity and exploration should be encouraged!

In this on-demand assignment, students were asked to explain the effects of the Great Depression on people who lived through it. This writer gives a bit of context about the Great Depression in the introduction and then states his main points (the Great Depression devastated people who lived through it; Roosevelt’s intervention was critical), which serve to preview what follows.

The writer organizes ideas, concepts, and information clearly by category, building his essay text-by-text and using textual evidence to support the main points. He uses appropriate, varied, and strong transitions to clarify the relationships among ideas. For example, he writes, *“Along with their wallets, Americans spirits were also crushed.”* Within each chunk of the essay, the writer uses precise language and domain-specific vocabulary to name and explain the effects, which he has identified from the texts he has read. While he does not give a great deal of evidence, what he does include is precise and well-chosen, with some analysis (*“When reality sets in...”*) This makes the writer’s thinking easy to follow.

The essay has an appropriately formal style. The conclusion follows from and supports the information presented.

This sample of student writing, aligned to the Common Core and annotated to show its strengths, is drawn from the **In Common** project. You can find more writing samples and learn more here:

<http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>