**Assessments for *We the People…***

**Question # 2: How did the author write the text?**

Directions: Write a craft analysis for the following passage. You may use the Mining Chart for Informational Writing.

***Monk, Linda R. Words We Live By: Your Annotated Guide to the Constitution. New York: Hyperion, 2003. (2003)*** ***From “We the People …*”**

The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included. Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

**Mining Informational Text for Author’s Craft: “How does the author say it?”**

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| **TEXT STRUCTURE** | | | | | |
| **Genre** | **Organization** | **Point of View** | | **Tone/Mood** | **Text Features** |
| * On-line article * Essay * Article (Internet, magazine) * Newspaper (News, Feature, Editorial/Op Ed) * Scholarly Articles(Science) * Pamphlet * Journal/Diary/ Letter * Memoir/Autobiography/ * Biography | * Thesis with proof * Comparison/ Contrast * Cause/Effect * Description   Enumeration   * Chronology | * Date of publication * Source(s) * Expert/ Novice * True/ Misleading * Reliable Narrator * Un-reliable Narrator | | * Persuasive * Argumentative * Propagandistic * Matter-of-fact/ Straightforward * Humorous * Disdainful * Informal/ Conversational * Formal/Academic * Scholarly * Pessimistic/ Optimistic * Biased | * Title (Question/ Statement) * TOC/Index * Illustrations/ Pictures * Heads/Subheads * Margin Notes * Font Size * Color * White Space * Boldface * Italics * Parenthesis * Forward, Dedication * Footnotes * Charts * Illustrations * Diagrams * Appendix |
| **AUTHOR’S CRAFT** | | | | | |
| **Imagery/Figures of Speech** | | | **Writing Techniques** | | |
| * Simile * Metaphor (extended) * Personification * Alliteration * Onomatopoeia * Allusion * Satire/Parody * Exaggeration/Hyperbole * Irony/Sarcasm * Repetition/Omission * Symbolism * Over-/Understatement * Language: precise, scholarly, scientific, literary, * Oxymoron | | | * Catch lead (question) * Show-not-tell * Use of statistics * Professional/scientific vocabulary/domain-specific/nomenclature (i.e. Latin and Greek) also foreign words * Technical vocabulary * Quoting experts, citing books, articles, journals * Precise/detailed examples in proof * Examples chosen for audience appeal/interest * Explanation, description, definition, step-by-step how-to * Varying sentence length * Word Choice * Punctuation for effect (ellipses, parenthesis, exclamation points, boldface, italics) | | |

**Rubric for Craft**

**Correlated with the Common Core Reading Anchor Standards K-12**

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| --- | --- | --- | --- | --- |
| **CC Anchor** | **3 Complete** | **2 Partial** | **1 Minimal** | **Score** |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | **Reading Anchor 3**  Response expertly analyzes in detail where, when, why, and how events, ideas, and characters develop and interact. (Literature) | **Reading Anchor 3**  Response analyzes in some detail where, when, why, and how events, ideas, and characters develop and interact. (Literature) | **Reading Anchor 3**  Response analyzes with little detail where, when, why, and how events, ideas, and characters develop and interact. (Literature) | **\_\_/3** |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and  figurative meanings, and analyze how specific word choices shape meaning or tone. | **Reading Anchor 4**  Response expertly:   * interprets words and phrases as they are used in a text (technical, connotative, and figurative) and * explains clearly how specific word choices shape meaning or tone. (Craft) | **Reading Anchor 4**  Response:   * interprets some words and phrases as they are used in a text (technical, connotative, and figurative) and * partially explains how specific word choices shape meaning or tone. (Craft) | **Reading Anchor 4**  Response:   * interprets few words and phrases (technical, connotative, and figurative) and * explains unclearly or incompletely how specific word choices shape meaning or tone. (Craft) | **\_\_/3** |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | **Reading Anchor 5**  Response expertly: analyzes the structure/organization of text (how specific sentences, paragraphs, etc. relate to each other and the whole.) (Structure) | **Reading Anchor 5**  Response includes some analysis of the structure/ organization of the text. (Structure) | **Reading Anchor 5**  Response includes little analysis of the structure of the text. (Structure) | **\_\_/3** |
| 6. Assess how point of view or purpose shapes the content and style of a text. | **Reading Anchor 6**  Response expertly assesses how point of view or purpose shapes the content and style of a text. | **Reading Anchor 6**  Response does some assessment of how point of view or purpose shapes the content and style of a text. | **Reading Anchor 6**  Response does little assessment of how point of view or purpose shapes the content and style of a text. | **\_\_/3** |
| 5. Demonstrate understanding of word relationships and nuances in word meanings. | **Language Anchor 5**  Response demonstrates a clear understanding of word relationships and nuances in word meanings. | **Language Anchor 5**  Response demonstrates a mainly clear understanding of word relationships and nuances in word meanings. | **Language Anchor 5**  Response demonstrates little understanding of word relationships and nuances in word meanings. | **\_\_/3**  Total  \_\_/15  Total  **\_\_/12**  Total  **\_\_/12**  Total  \_\_/12 |

This **informational social studies/history** article is organized by **description/enumeration** with **domain-specific vocabulary** such as *legislature, popular sovereignty, woman’s rights, Constitution, preamble,* and *suffrage*. The **author**, **source,** and **date of information** are identified revealing that the information is up-to-date and seems to be from a reliable source. The **title** identifies the **topic**. The author employs **repetition** of the word *not* for emphasis in the **definition in context** of *popular sovereignty*. The author **describes** Lucy Stone as “…one of America’s first advocates for women’s rights….” The author uses *irony* in choosing the quotation: the founding fathers’ words were democratic, but their vision was not; they only had in mind people like themselves, landed and educated. The author relates some information in **chronological order**, but shifts time making the text complex. The prior knowledge needed to understand the author’s point is extensive, making the text more complex.

(*Words in boldface refer to author’s craft, structure, and perspective.)*