

Grade 11-12 Informative/Explanatory Writing Standard W.11-12.2

Grade 11-12 Informative/Explanatory

W.11-12.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful in aiding comprehension
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- d. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- e. Establish and maintain a formal style
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)

The Reading/Thinking/Writing Task

Students were given a single text to read, an excerpt from the essay “Intimations” by E.B. White. The essay was originally written for the *New Yorker* magazine in 1941, three days after the bombing of Pearl Harbor. The students worked with the Focusing Question “*In this essay, who is White’s audience and what is his key message for them about the war? How does he use rhetorical strategies to help make his message clear to that audience?*” The students read the text independently, then participated in a group discussion (with some background instruction) about audience and rhetorical strategies. Writing was independent.

This is a question that requires inferential thinking and analysis of the text, as well as knowledge of rhetorical strategies. The question requires “three layers” of thinking – an understanding of White’s text, an understanding of White’s audience, and an understanding of how specific language in the text reaches that audience. Students need to synthesize these three layers into a single well-focused and well-developed essay.

Focus of the Writing Task

*In this essay, who is White’s audience and what is his key message for them about the war?
How does he use rhetorical strategies to help make his message clear to that audience?*

The Writing Task in the Curriculum

How is it embedded in curriculum/content?

★ *Class:*

- 12th Grade English

★ *Curriculum unit*

- students have worked with the use of rhetorical strategies to develop a theme or central idea of a literary non-fiction text, so rhetorical strategies are familiar to them
- the concept of a particular audience as part of author's purpose was new to them

★ *Standards*

- Reading: RI.11-12.1, RI.11-12.2, RI.11-12.6, RI.11-12.10
- Writing: W.11-12.2, W.11-12.9, W.11-12.10

How did students build the knowledge they needed?

★ *Texts*

- White, E.B. "Intimations" (excerpt from "Intimations" from *One Man's Meat*, Tillbury House, Gardiner, Maine, 1997)

★ *Reading and re-reading*

- lesson on White's 1941 *New Yorker* reader audience
- guided discussion on central ideas of the essay
- review of definitions of rhetorical strategies in general

What instructional approaches were used to teach writing?

★ *Craft lessons*

- students had already worked with expository structures (expanded Painted Essay® in many forms and more) including such elements as introductions, transitions and conclusions.
- teacher gave specific instruction and practice in crafting a precise thesis statement to answer the Focusing Question
- students were shown and worked closely with a teacher-written model about another text using the same Focusing Question about central idea, audience, and rhetorical strategies

★ *Writing approaches*

- students wrote and proofread independently.

What was the timeframe?

2 -3 class periods

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Grade 12
Proficient

Intimations

E.B. White’s editorial “Intimations” was published in *The New Yorker* in 1941 three days after the Japanese attack on the American naval base at Pearl Harbor. White responds to the attack with his own thoughts on the impending struggle between American and Axis forces, and with his opinions on war in general. He writes at a time when citizens of the United States were still feeling the devastating effects of the first World War, when at all costs people wanted to avoid another war. In his essay, White appeals to both the patriotic and the peaceful sides of Americans. He shows an understanding of their love for their country, but also for the desire to discontinue the patterns of war within their society. To them, he communicates his message that patriotism might help win the impending war but that it was, in the end, the ultimate cause of war.

White begins by appealing to the average citizen, the one who feels strong pride for the ideals of his or her country. He discusses the “passionate love of Americans for their American,” employing both the powerful words of “passion” and “love” to capture the attention of his readers. Utilizing repetition as well, he highlights who his audience is and appeals to their patriotism through the use of “Americans for their America.” With this phrase, White is telling his readers that he is writing this for them, that he has a specific message they will find applicable. After drawing them in, he presents a quizzical puzzle that forces one to question his or her beliefs, building up to his main point. White writes that “the very patriotism on which we now rely is the thing that must eventually be in part relinquished,” to “find a lasting peace.” Through this paradox, he illustrates how even though a sense of patriotism might win this specific impending war, it could be the cause of wars to come. He highlights this through the use of alliteration, saying that even though we “rely” on it now we must “relinquish” it later. This brings attention to the contrast between the two seemingly contradictory statements.

After previewing his point, White then returns to appealing to the patriotic side of his readers. He states that “to hold America in one’s thoughts is like holding a love letter in one’s hand,”

showing how dear the United States is to him and how much pride he must feel to be a part of it. By employing figurative language, White is able to present himself as someone with whom his readers can connect, someone who shares the same patriotism as his readers. He does this again through the use of powerful imagery, describing a scene of “New England with snow falling,” of which for he “would give everything.” Because of the personal connection many of his readers might feel with this image, White’s audience can relate to him even more. By establishing that he has similar views as his readers, he is able to build a more convincing argument.

Finally, after building himself as a person to be listened to and appealing on a personal level to his readers, White returns to his main argument. He compares the advantages versus the disadvantages of nationalism again, which can be the result of an abundance of patriotism. He states, “yet all the time I know that this very loyalty, this feeling of being part of a special place, ... [has] had a big part in the word war.” Nationalism, while seemingly a good thing, can have detrimental effects such as war. Highlighting this point is the parallelism between the first phrases of the sentence. White ends by asking his readers a rhetorical question: “Who is there big enough to love the whole planet?” With this, he provides a challenge, calling people to set aside their past feelings and establish a sense of worldly patriotism, or pride in one’s global community as a whole. White’s call for peace returns to the main point of his essay, that nationalism can be the cause of war.

Standard W.11-12.2
Grade 12
Approaching

Essay on Intimations

E.B. White's "Intimations" was written in December of 1941, Three days after the attack on Pearl Harbor. White, an essayist for the *New Yorker* whose words reached a diverse audience. In this essay, White's main audience is the average male banker, someone who is patriotic for his country but also has experienced the tragedy of war.

In one particular section of his essay, White expresses the truth about patriotism. He says that even though patriotism is dear to him, he understands the downfall of patriotism and what that in turn does. White's message to his audience, the banker, is that patriotism what will win the war but will also cause the start of future wars.

Throughout the section, White deliberately uses rhetorical devices to emphasize his point about patriotism and war. He uses specific words like "passionate" to describe the love that "Americans feel for their America", an emotion evoking sentence that would resonate in the patriotic side of his audience. White introduces the idea of paradox when he says that this very passionate love for his country will "eventually be in part relinquished if the world is ever to find a lasting peace". To emphasize this paradox to his audience, word choice and sound pattern is at play when White rights "we now rely... must eventually be in part relinquished". This paradox resonates with his audience - a patriot who has experienced the tragedy of war - that patriotism will help their country win this war but in turn will be the start of future wars.

As the section goes on, White dives more into his point that patriotism will end war, but will also start war. with definitive images. White makes the observation to his patriotic audience that to think of America "is like holding a love letter in one's hand". This type of personal image resonates with White's audience who just like White, holds America dear in their heart. White goes on to write "For this picture, for this privilege, this cameo... I would give everything" This use of parallelism slows down the reader and brings emphasis to his idea in the last sentence of the sequence which is that he would give everything for his country. Again this would resonate

with his reader, someone who feels the same kind of loyalty and respect for their America. As the section goes on White uses parallelism again to convey an opposite message when he writes “I know that this very loyalty, this feeling...this respect... have had a big part in the world’s wars.” Just like before this use of parallelism slows down the reader to emphasize his point at the end which is that patriotism is a big factor in the start of war. This paradox of ideas speaks to his audience who has an undying love for their country but knows the tragedy of war and therefore is willing to listen to White’s philosophy on why war keeps happening and how humans can prevent it from happening again. At the end of the section, White leaves his audience with a rhetorical question “Who is there big enough to love the whole planet?”. To this he leaves his audience that “we must find such people for the next society”.

Standard W.11-12.2
Grade 12
Beginning

No piece available at this level.

Standard W.11-12.2
Grade 12
Exceeds

Intimations Essay

In 1941, the Japanese drew the Americans into World War II when they bombed Pearl Harbor. This destructive act forced America into a devastating war, but it also provoked thought on the causes and purpose of war. Three days after the attack, celebrated journalist E. B. White published an article in the *New Yorker*. In this piece, he presented the paradox of patriotism: love of one's country wins wars, but it also starts them. Through several rhetorical strategies, White argues that conventional patriotism should ultimately be scrapped in favor of an expanded patriotism encompassing the entire world, but, for the time being, patriotism in its more conventional form is required to win the war.

White introduces his topic with a paradox that he constructs through consonance, repetition, and simile. The idea that “the...patriotism on which we now rely [to win the war] is the thing that must eventually be relinquished” could be expressed in any number of ways; patriotism could be “depended on” and then “abandoned,” for instance. The repetition of the “r” sounds at the beginnings of “rely” and “relinquished” force the reader to compare the two different results of patriotism. Both of these views would resonate with White's intended reader—a citizen motivated both by deep patriotism and fear of war. White again repeats himself to make his point when he writes, “[t]o hold America in one's thoughts is like holding a love letter in one's hand.” This simile and the repetition of the idea of “holding” invite the reader to recognize that his love of country is as strong as any physical love. It is a testament to White's writing that this idea of the duality of patriotism is built within a few sentences.

Having established a paradox around patriotism and gripped the attention of his patriotic reader, White then proceeds to heighten the emotion associated with that paradox. To accomplish this, he employs imagery, diction, and, once again, repetition. “[S]now has begun falling again,” writes White of his New England home, “I sit in my room watching the re-enactment of this stagy old phenomenon.” Words like “again,” “re-enactment,” and “old” help to give the scene a feeling of nostalgia and to make the reader, most likely a resident of the Northeast, remember his

roots. White then makes the natural transition from remembrance and nostalgia to patriotism and pride by using repetition to build up to and emphasize his point. “For this picture, for this privilege, this cameo of New England with snow falling, I would give everything,” he writes, repeating the same structure three times to draw attention to his conclusion, that he, and, by extension, his similarly patriotic reader, would be willing to defend his home at all costs, including war. With these powerful methods, White begins to show that the patriotism that resonates so strongly with his reader can paradoxically lead to unwanted consequences.

These consequences of patriotism, which White argues are nothing less than the war itself, are explored through yet more repetition, a rhetorical question, and a standout sentence. Mirroring the repetition that he used earlier to capture the reader’s attention, White writes, “I know that this very loyalty, this feeling of being part of a special place, this respect for one’s native scene...” Any one of these ways of expressing the same idea would have sufficed in a purely utilitarian sense, but White includes all of them in order to tell the reader to pay attention to what is coming next, both by the repetition itself and by the anticipation that the repetition’s pause creates. In another repeated structure, “I know,” opens White’s concluding idea, that “[patriotism has] had a big part in the world’s wars.” To White’s reader, this could be an offensive idea; love of country is of critical importance to him. However, he also understands the adverse effects of war, which may increase his receptivity to such “unpatriotic” ideas.

The paradox at the center of his argument having been fully formed, White then resolves it through a rhetorical question and a call to action in the form of a standout sentence. “Who is there big enough to love the whole planet?” he asks, succinctly framing the underlying problem presented in the text. White does not answer his question directly. Instead, he vaguely states that “we must find such people for the next society.” This is unmistakably a call to action, as indicated by “we must.” “[N]ext society” clearly evokes a utopia, the unobtainable paradise at the culmination of human advancement. Perhaps White worries that the patriotism he and his reader hold so dear will not easily expand to hold the world.

Standard W.11-12.2
Grade 12
Proficient

Intimations

E.B. White’s editorial “Intimations” was published in *The New Yorker* in 1941 three days after the Japanese attack on the American naval base at Pearl Harbor. White responds to the attack with his own thoughts on the impending struggle between American and Axis forces, and with his opinions on war in general. He writes at a time when citizens of the United States were still feeling the devastating effects of the first World War, when at all costs people wanted to avoid another war. In his essay, White appeals to both the patriotic and the peaceful sides of Americans. He shows an understanding of their love for their country, but also for the desire to discontinue the patterns of war within their society. To them, he communicates his message that patriotism might help win the impending war but that it was, in the end, the ultimate cause of war.

White begins by appealing to the average citizen, the one who feels strong pride for the ideals of his or her country. He discusses the “passionate love of Americans for their American,” employing both the powerful words of “passion” and “love” to capture the attention of his readers. Utilizing repetition as well, he highlights who his audience is and appeals to their patriotism through the use of “Americans for their America.” With this phrase, White is telling his readers that he is writing this for them, that he has a specific message they will find applicable. After drawing them in, he presents a quizzical puzzle that forces one to question his or her beliefs, building up to his main point. White writes that “the very patriotism on which we now rely is the thing that must eventually be in part relinquished,” to “find a lasting peace.” Through this paradox, he illustrates how even though a sense of patriotism might win this specific impending war, it could be the cause of wars to come. He highlights this

Introduces the topic clearly: the writer gives appropriate context which summarizes the issue/topic for a reader. Due to the complexity of the topic, the writer addresses both who the audience for White’s essay is, and what the central idea of his essay is.

The writer states a main idea/focus/thesis that responds directly, appropriately, and specifically to the thinking required by the prompt, including all three parts of the question.

Organizes ideas and information so that each new element builds to create a unified whole: the writer organizes using the structure of White’s essay to integrate all the layers of the question and make his thinking clear to the reader.

Develops topic thoroughly and selectively with the most significant relevant facts and concrete details

through the use of alliteration, saying that even though we “rely” on it now we must “relinquish” it later. This brings attention to the contrast between the two seemingly contradictory statements.

After previewing his point, White then returns to appealing to the patriotic side of his readers. He states that “to hold America in one’s thoughts is like holding a love letter in one’s hand,” showing how dear the United States is to him and how much pride he must feel to be a part of it. By employing figurative language, White is able to present himself as someone with whom his readers can connect, someone who shares the same patriotism as his readers. He does this again through the use of powerful imagery, describing a scene of “New England with snow falling,” of which for he “would give everything.” Because of the personal connection many of his readers might feel with this image, White’s audience can relate to him even more. By establishing that he has similar views as his readers, he is able to build a more convincing argument.

Finally, after building himself as a person to be listened to and appealing on a personal level to his readers, White returns to his main argument. He compares the advantages versus the disadvantages of nationalism again, which can be the result of an abundance of patriotism. He states, “yet all the time I know that this very loyalty, this feeling of being part of a special place, ... [has] had a big part in the word war.” Nationalism, while seemingly a good thing, can have detrimental effects such as war. Highlighting this point is the parallelism between the first phrases of the sentence. White ends by asking his readers a rhetorical question: “Who is there big enough to love the whole planet?” With this, he provides a challenge, calling people to set aside their past feelings and establish a sense of worldly patriotism, or pride in one’s global community as a whole. White’s call for peace returns to the main point of his essay, that nationalism can be the cause of war.

Provides analysis of relevant content; uses precise language and domain-specific vocabulary to do so: the writer analyzes the evidence by discussing both how White appeals to his audience to get his central message across, and the particular rhetorical strategies he uses to do so (all of which develop his thesis statement).

Uses appropriate transitions and syntax to clarify relationships among ideas and concepts: the writer connects ideas both between and within paragraphs.

Establishes and maintains a formal and objective style

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

Final Thoughts
(Gr 12 Informative: Proficient)

Overall, this essay shows solid understanding of the topic, the central idea about war that author E.B. White is communicating to his particular audience, using key rhetorical strategies to do so. The writer responds to the prompt (what is White's key idea about war, and what strategies does he use to communicate that to his audience) with a clear and specific focus/thesis statement. Throughout the essay, the writer sticks consistently to that focus, supplying key evidence from the text.

In addition, the writer analyzes the evidence, at an appropriate 12th grade level, in terms of how the rhetorical strategies develop White's central message about war for his audience. All of this thinking is done within a clear structure that follows the structure of White's own essay, including clear transitions, which makes the thinking well-connected and clear for the reader to follow. He concludes by tying White's conclusion to his own thesis statement (though does not reflect on the significance of the topic).

The writer would benefit from working with the conclusion to reflect on the significance of the topic.

A Word About Language and Conventions
(Gr 12 Informative: Proficient)

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

Standard W.11-12.2
Grade 12
Approaching

Essay on Intimations

E.B. White’s “Intimations” was written in December of 1941, Three days after the attack on Pearl Harbor. White, an essayist for the *New Yorker* whose words reached a diverse audience. In this essay, White’s main audience is the average male banker, someone who is patriotic for his country but also has experienced the tragedy of war.

In one particular section of his essay, White expresses the truth about patriotism. He says that even though patriotism is dear to him, he understands the downfall of patriotism and what that in turn does. White’s message to his audience, the banker, is that patriotism what will win the war but will also cause the start of future wars.

Throughout the section, White deliberately uses rhetorical devices to emphasize his point about patriotism and war. He uses specific words like “passionate” to describe the love that “Americans feel for their America”, an emotion evoking sentence that would resonate in the patriotic side of his audience. White introduces the idea of paradox when he says that this very passionate love for his country will “eventually be in part relinquished if the world is ever to find a lasting peace”. To emphasize this paradox to his audience, word choice and sound pattern is at play when White rights “we now rely... must eventually be in part relinquished”. This paradox resonates with his audience - a patriot who has experienced the tragedy of war - that patriotism will help their country win this war but in turn will be the start of future wars.

As the section goes on, White dives more into his point that patriotism will end war, but will also start war. with definitive images. White makes the

Introduces the topic: the writer gives some context which summarizes the issue/topic for a reader. Due to the complexity of the topic, the writer addresses both who the audience for White’s essay is, and what the central idea of his essay is. However, the “average male banker” is too specific and shows some misunderstanding of the “audience instruction.”

The writer states a main idea/focus/thesis that responds directly, appropriately, and specifically to the thinking required by the prompt, including two parts of the question.

Organizes ideas and information so that each new element builds to create a unified whole: the writer organizes using the structure of White’s essay to integrate all the layers of the question and make her thinking clear to the reader.

Develops topic with significant relevant facts and concrete details in evidence from the text

Uses appropriate transitions to clarify relationships among ideas and concepts: the writer connects ideas both between and within paragraphs.

observation to his patriotic audience that to think of America “is like holding a love letter in one’s hand”. This type of personal image resonates with White’s audience who just like White, holds America dear in their heart. White goes on to write “For this picture, for this privilege, this cameo... I would give everything” This use of parallelism slows down the reader and brings emphasis to his idea in the last sentence of the sequence which is that he would give everything for his country. Again this would resonate with his reader, someone who feels the same kind of loyalty and respect for their America. As the section goes on White uses parallelism again to convey an opposite message when he writes “I know that this very loyalty, this feeling...this respect... have had a big part in the world’s wars.” Just like before this use of parallelism slows down the reader to emphasize his point at the end which is that patriotism is a big factor in the start of war. This paradox of ideas speaks to his audience who has an undying love for their country but knows the tragedy of war and therefore is willing to listen to White’s philosophy on why war keeps happening and how humans can prevent it from happening again. At the end of the section, White leaves his audience with a rhetorical question “Who is there big enough to love the whole planet?”. To this he leaves his audience that “we must find such people for the next society”.

Provides some **analysis of relevant content**; **uses** mostly **precise language and domain-specific vocabulary** to do so: the writer analyzes the evidence by discussing both how White appeals to his audience to get his central message across, and the particular rhetorical strategies he uses to do so (all of which develop the thesis statement).

Here there is a lack of clarity – what does “opposite message” mean? By the end of the paragraph we can see what the writer is trying (accurately) to convey about paradox, but the syntax gets in the way.

Here, with a lack of **analysis**, the writer leaves her ideas undeveloped – what does the final rhetorical question mean for White’s central message for this audience?

The writer does not provide a **conclusion**.

Final Thoughts
(Gr 12 Informative: Approaching)

Overall, this essay shows solid understanding of the topic, the central idea about war that author E.B. White is communicating to his particular audience, using key rhetorical strategies to do so. The writer responds to the prompt (what is White's key idea about war, and what strategies does he use to communicate that to his audience) with a clear and specific focus/thesis statement. Throughout the essay, the writer sticks consistently to that focus, supplying key evidence from the text. All of this thinking is done within a clear structure that follows the structure of White's own essay, including clear transitions, which makes the thinking well-connected and clear for the reader to follow.

However, the analysis of the evidence (the rhetorical strategies White uses and their effect on his audience) is inconsistently developed. In some places, the writer analyzes the evidence, explaining at an appropriate 12th grade level how the rhetorical strategies develop White's central message about war for his audience. In other places, the writer names the strategy use but does not analyze it fully (especially at the end), or struggles with the syntax so that the meaning is not quite clear. The writer does not really conclude the essay, but seems to simply stop.

The writer would benefit from more discussion of the analysis to help her articulate more clearly what she is trying to say. In addition, she would benefit from discussing the significance of the topic in a conclusion.

A Word About Language and Conventions
(Gr 12 Informative: Approaching)

Partial Control of Conventions: Although the writer has some control over language and conventions, the student could benefit from instruction in the following skills:

- sentence fragments
- usage

Standard W.11-12.2
Grade 12
Beginning

No piece available at this level.

Standard W.11-12.2
Grade 12
Exceeds

Intimations Essay

In 1941, the Japanese drew the Americans into World War II when they bombed Pearl Harbor. This destructive act forced America into a devastating war, but it also provoked thought on the causes and purpose of war. Three days after the attack, celebrated journalist E. B. White published an article in the *New Yorker*. In this piece, he presented the paradox of patriotism: love of one's country wins wars, but it also starts them. Through several rhetorical strategies, White argues that conventional patriotism should ultimately be scrapped in favor of an expanded patriotism encompassing the entire world, but, for the time being, patriotism in its more conventional form is required to win the war.

White introduces his topic with a paradox that he constructs through consonance, repetition, and simile. The idea that “the...patriotism on which we now rely [to win the war] is the thing that must eventually be relinquished” could be expressed in any number of ways; patriotism could be “depended on” and then “abandoned,” for instance. The repetition of the “r” sounds at the beginnings of “rely” and “relinquished” force the reader to compare the two different results of patriotism. Both of these views would resonate with White’s intended reader—a citizen motivated both by deep patriotism and fear of war. White again repeats himself to make his point when he writes, “[t]o hold America in one’s thoughts is like holding a love letter in one’s hand.” This simile and the repetition of the idea of “holding” invite the reader to recognize that his love of country is as strong as any physical love. It is a testament to White’s writing that this idea of the duality of patriotism is built within a few sentences.

Introduces the topic clearly: the writer gives appropriate context which summarizes the issue/topic for a reader. Due to the complexity of the topic, the writer addresses both the central idea of his essay and the use rhetorical strategies to communicate that idea. Here he lifts up the strategy of “paradox” as the key to White’s essay.

The writer states a main idea/focus/thesis that responds directly, appropriately, and specifically to the thinking required by the prompt, including two parts of the question.

Organizes ideas and information so that each new element builds to create a unified whole: the writer organizes using the structure of White’s essay to integrate all the layers of the question and make his thinking clear to the reader.

Develops topic thoroughly and selectively with the most significant relevant facts and concrete details in evidence from text

Having established a paradox around patriotism and gripped the attention of his patriotic reader, White then proceeds to heighten the emotion associated with that paradox. To accomplish this, he employs imagery, diction, and, once again, repetition. “[S]now has begun falling again,” writes White of his New England home, “I sit in my room watching the re-enactment of this stagy old phenomenon.” Words like “again,” “re-enactment,” and “old” help to give the scene a feeling of nostalgia and to make the reader, most likely a resident of the Northeast, remember his roots. White then makes the natural transition from remembrance and nostalgia to patriotism and pride by using repetition to build up to and emphasize his point. “For this picture, for this privilege, this cameo of New England with snow falling, I would give everything,” he writes, repeating the same structure three times to draw attention to his conclusion, that he, and, by extension, his similarly patriotic reader, would be willing to defend his home at all costs, including war. With these powerful methods, White begins to show that the patriotism that resonates so strongly with his reader can paradoxically lead to unwanted consequences.

Provides deep analysis of relevant content; uses precise language and domain-specific vocabulary to do so: the writer deeply analyzes the evidence by discussing both how White appeals to his audience to get his central message across, and the particular rhetorical strategies he uses to do so.

Uses sophisticated transitions and syntax to clarify relationships among ideas and concepts: the writer connects ideas both between and within paragraphs, using phrases and clauses.

These consequences of patriotism, which White argues are nothing less than the war itself, are explored through yet more repetition, a rhetorical question, and a standout sentence. Mirroring the repetition that he used earlier to capture the reader’s attention, White writes, “I know that this very loyalty, this feeling of being part of a special place, this respect for one’s native scene...” Any one of these ways of expressing the same idea would have sufficed in a purely utilitarian sense, but White includes all of them in order to tell the reader to pay attention to what is coming next, both by the repetition itself and by the anticipation that the repetition’s pause creates. In another repeated structure, “I know,” opens White’s concluding idea, that “[patriotism has] had a big part in the world’s wars.” To White’s reader, this could be an offensive idea; love of country is of

Establishes and maintains a formal and objective style

Provides deep analysis of relevant content; uses precise language and domain-specific vocabulary to do so: the writer deeply analyzes the evidence by discussing both the nuance of how White appeals to his audience to get his central message across, and the particular rhetorical strategies he uses to do so, along with what their effect is.

critical importance to him. However, he also understands the adverse effects of war, which may increase his receptivity to such “unpatriotic” ideas.

The paradox at the center of his argument having been fully formed, White then resolves it through a rhetorical question and a call to action in the form of a standout sentence. “Who is there big enough to love the whole planet?” he asks, succinctly framing the underlying problem presented in the text. White does not answer his question directly. Instead, he vaguely states that “we must find such people for the next society.” This is unmistakably a call to action, as indicated by “we must.” “[N]ext society” clearly evokes a utopia, the unobtainable paradise at the culmination of human advancement. Perhaps White worries that the patriotism he and his reader hold so dear will not easily expand to hold the world.

Provides a concluding section that follows from and supports the information presented: in addition, the writer reflects thoughtfully on the possible broader significance of White’s final statement.

Final Thoughts
(Gr 12 Informative: Exceeds)

Overall, this essay exceeds proficiency. The writer shows solid and insightful understanding of the topic, the central idea/paradox about war that author E.B. White is communicating to his particular audience, using key rhetorical strategies to do so. The writer responds to the prompt (what is White’s key idea about war, and what strategies does he use to communicate that to his audience) with a clear and specific focus/thesis statement. Throughout the essay, the writer sticks consistently to that focus, supplying key evidence from the text.

In addition, the writer insightfully analyzes the evidence in terms of how the rhetorical strategies develop White’s central paradoxical message about war for his audience. His analysis is in-depth, making both the craft and thought of White’s work clear and accessible to the essay’s reader. All of this thinking is done within a clear structure that follows the structure of White’s own essay, including clear and sometimes sophisticated transitions, which makes the thinking well-connected and clear for the reader to follow. The writer concludes by tying White’s conclusion to his own thesis statement, then reflects on the possible significance of White’s conclusion, tying it thoughtfully to a broader context (*perhaps White worries that the patriotism he and his reader hold so dear will not easily expand to hold the world*).

A Word About Language and Conventions
(Gr 12 Informative: Exceeds)

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.