Question 2

The essay’s score should reflect the essay’s quality as a whole. Remember that students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of an essay’s overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

9 – Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 – Effective

Essays earning a score of 8 effectively analyze* the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 – Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 – Adequate

Essays earning a score of 6 adequately analyze the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 – Essays earning a score of 5 analyze the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer’s ideas.

4 – Inadequate

Essays earning a score of 4 inadequately analyze the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. The student may misunderstand the passage, misrepresent the strategies Chavez uses, or analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the writer’s ideas but may be inconsistent in controlling the elements of effective writing.
Question 2 (continued)

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. They are less perceptive in their understanding of the passage or Chavez’s strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in their control of writing.

2 – Little Success
Essays earning a score of 2 demonstrate little success in analyzing the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. The student may misunderstand the prompt, misread the passage, fail to analyze the strategies Chavez uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 – Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.
The 60’s were the height of the civil rights movement. After King’s assassination, there were many calls for a violent response to the tragic event that had struck them. César Chávez pleads with the people to help them see that the best way, the only way to achieve meaningful and significant change is through nonviolent actions. His use of striking allusion, juxtaposition, and appeals to the fundamental beliefs of his readers leave his audience with little doubt as to the proper course of action.

Chávez, less than 10 words into his request, has already tied “nonviolence” to “power”. This, followed by his claims of “nonviolence provides the opportunity to stay on the offensive”, gives his readers the impression that nonviolence is inherently connected with power and importance. He goes on to say about those who “truly care” about the people will not stray from the path of nonviolence, giving his readers no choice but to agree if they want to consider themselves good people. His deliberate contrasts of words such as “freedom” and “democracy” to harsher, underlying terms such as “vicious type of oppression” and “no honor” to describe violence convinces his audience that violence is a horrific thing we
nonviolence and peaceful resistance embodies the virtues of America and citizens everywhere. Although he also acknowledges considerable opposition and "are not blind to feelings of frustration," he emphasizes "balance" and patience through his powerful word choices. That's comparison between a "nowly perfect instrument" of change juxtaposed with "those who exploit violence to exploit people" serve the purpose of showing that advocates who advocate for violence and shatter support for nonviolent resistance. Chavez's concise depiction and juxtaposition delineates the pros of nonviolence and cons of violence, strengthening support for his cause.

Chavez also juxtaposes the two movements, while contrasting historical allusions to give and credibility to his argument while portraying peaceful protest in a favorable light to gain support. Chavez uses Gandhi, a famous and highly respected advocate of nonviolence, to allude to the success peace can bring since Gandhi managed to win India back from an empire. By directly following their example up with one of a violent movement where poor and helpless people are killed, he portrays the nonviolent movement as highly effective and successful. This is to further
Write in the box the number of the question you are answering on this page as it is designated in the exam.

win the support of his readers, Chavez asserts that millions stand behind the cause of nonviolence, implying that nonviolence is more successful because they "attract people's support" as opposed to demoralization and death. By using historical examples and obvious contrasts, Chavez manages to portray peaceful protests in highly favorable light, encouraging many readers to support his cause—one that seems to be successfully safe, and supported by many.

Chavez also makes full use of the morals of his readers when convincing them to give him their support. Published in a religious magazine, Chavez's article appeals to readers' sense of religious duty by invoking god. By advocating that God has mandated that the life is not something that can be taken away, he sways many of the deeply religious to his side. He further appeals to reader's sense of humanity and virtue, portraying nonviolence as something for those who don't want to exploit the weak or poor and for those who truly care about people. His audience's morality will not let them be a part of a "vicious type of oppression" or have victory come at the
expense of injury... and death, or even lose regard for human beings." By depicting violence as deplorable and vile, he convinces those with one even a shred of decency or humanity that nonviolence is the best and most moral way to bring change.

Chavez not only uses powerful contrast and moving rhetoric to portray his cause favorably, he but also clearly appeals to and his audience's sense of decency and religion to leave them- without a doubt- that nonviolence is the only truly truly successful and moral way to achieve their goals.
The civil rights movement was one that
changed American society drastically. It is studied
in every American History class across the country, and
Dr. Martin Luther King Jr. is a household name. Many
credit the success of the CRM to Dr. King's use of
nonviolence. Cesar Chavez expresses his unwavering
support of Dr. King's method of nonviolence through
logical support and contrast in his article
published in a religious magazine.

Throughout his article he supports his
claim that "Nonviolence is more powerful than
violence" (12-13) with a strong argument. He
nonviolence
Chavez uses the idea that it will
"attract people's support" (24) to
counter promote nonviolence. Anyone considering looking to
elicit change wants just that: people on
their side. By proving that nonviolence results
in gaining support with evidence such as America's
"conscience" (25) and their "yearning for justice" (31)
Chavez convinces his audience, and any activists
or social reformers, that nonviolence is
beneficial to any cause. Chavez even refers
to history to strengthen his argument, encouraging
his readers to learn from the past, "who gets killed in the cause of violent revolution? The poor, the workers." (78-79). In most cases the people who are after change are the minority, the oppressed, the "poor." Chavez's use of this example dissuades the people who are considering violence to achieve their goal from ever attempting it. When looking at the consequences of violence in history, he convinces his audience that nonviolence is the right choice.

Within each of Chavez's pieces of evidence he uses another powerful tool: contrast. The overall organization of his article follows a certain format: he first supports nonviolence and then follows that support with a hypothetical "if." For example, directly after his paragraph praising the boycott, he has the "if," "If we beat the growers at the expense of violence, victory would come at the expense of injury and death." (66-67) The result is similar to that of when he used history as evidence. The people readers have
this continued comparison in their minds as they read, nonviolence—good results, violence—bad results. He maintains the comparison through diction as well describing nonviolent protests as "powerful" and the protesters as having a "just and moral cause." Meanwhile, violence is described as "senseless," temporary, and "demoralizing." All strong and negative words when describing an attempt to change. No activist wants their revolution and its results to be "temporarily successful" (15), which defeats the purpose of revolting, or defeat which implies that revolts have been senseless which implies that there is no reason behind it. By perpetuating this constant contrast between nonviolence and violence, and correlating the terms with success and pointlessness, Chavez leads his readers to weigh the options and choose what he believes so strongly to be the right one: nonviolence.

Cesar Chavez's and vehement support of the nonviolent approach is made clear through his logical reasons, and this well-developed
use of contrast between good and bad. According to Chavez, it's not even a choice. Nonviolence is the only way to go.
In his magazine article, labor union organizer and civil rights leader Cesar Chavez wrote of the importance of nonviolent means to further the movement for racial justice. On the tenth anniversary of Dr. Martin Luther King Jr.’s assassination, Chavez employed persuasive diction, moving pathos, and authority to convey his message. Chavez’s appeal reached out to an audience of African-Americans working for justice and equality through a religious magazine. His use of diction, syntax, and ethos effectively delivers his article.

Throughout his writing, Cesar Chavez contrasted the diction he chose when writing of nonviolent and violent resistance. Violent approaches were coupled with "injuries," "deaths," "vicious," and "oppression." On the other hand, Martin Luther King’s approach of nonviolence was matched with "example," "power,"
"justice" and "freedom." The rhetoric used to persuade the reader to see an aura of light and positivity surrounding the nonviolent approach is in deep contrast with violence and its consequences. Chavez's persuasive rhetoric developed positivity around nonviolence, making his article very effective.

Cesar Chavez dove into rhetoric in developing his pathoslogical appeals. He wrote of the importance of an individual life in lines 37-39, equating it to the struggle for justice altogether. Knowing that an individual life has such a strong significance as the struggle, readers are overcome with a sense of duty and motivation. Chavez also wrote, utilizing "we" and "our" pronouns, joining both himself and the reader in the same cause. This appeal again to the reader's importance, promoting emotional involvement. Furthermore, Chavez wrote on the tenth anniversary of Dr. Martin Luther King Jr.'s death, an emotional day for all involved in civil rights. His choice of timing appeals to the emotions of readers and the call to
Further, the nonviolent means King advocated for. The author's use of pathos motivate and engage his readers emotionally. Chavez, later in his essay, effectively utilized short syntax to create and present a decisive reality surrounding violent resistance. "People suffer from violence" in line 77 is a truth that does not leave room for rebuttal or disagreement. Chavez tells the reader to "examine history"—which illustrates that the class of his readers is the class that is hurt with violence. This short, decisive syntax strengthen his argument against violent resistance, leaving no room to ignore the plain, haunting facts he presents.

Lastly, Chavez appeals to ethos through authority. His article is published in a religious organization magazine, making his appeal to God powerful among his readers. He appeals authoritatively to both Dr. Martin Luther King, Jr., and Gandhi, both world-recognized leaders and figures heads of successful nonviolent protest. Chavez's ethical appeals are effective in alluding to moral and authoritative motivations to rebel nonviolently.
Overview

The “Analysis” prompt was intended to test students’ abilities to articulate their understanding of a short, argumentative text as an intentional “speech act” — that is, not merely as words on the page but as words in action, words intended to have a social impact. This year’s text was an excerpt from a magazine article by Cesar Chavez detailing how nonviolence works not simply as a strategy but as a moral principle of the farm workers’ movement. The prompt supplied contextual information about the occasion of the article (the 10th anniversary of the assassination of Martin Luther King, Jr.), the identity of the author (Cesar Chavez, a labor union organizer and civil rights leader), and the publication venue (the magazine of a religious organization devoted to helping the poor). From this information students had to infer the original audience and something of the rhetorical purpose of Chavez’s “argument about nonviolent resistance.” From their reading of the text, students had to understand the particularities and the overarching point of Chavez’s argument, discern its logic and appeals, and further infer the intentionality behind it. This year’s analysis question directed students’ attention not to “rhetorical devices” or even “rhetorical strategies” but to “rhetorical choices” made by Chavez. This terminology was selected to emphasize the primacy of authorial agency and communicative purpose over the implementation of formal tropes in the text.

Sample: 2A
Score: 8

This essay effectively identifies and analyzes three of Cesar Chavez’s rhetorical choices — striking diction, juxtaposition, and appeals to reader’s fundamental moral beliefs — to argue that “nonviolence is the best and most moral way to bring change.” Providing convincing evidence and analysis (for example, “Chavez uses Ghandi [sic], a famous and highly respected advocate of nonviolence, to allude to the success peace can bring since Ghandi [sic] managed to win India back from an empire”), the essay builds its case through a well-developed structure, moving from the analysis of how Chavez’s diction works (“less than 10 words into his request, [Chavez] has already tied ‘nonviolence’ to ‘power’”) to end with a broader point about how Chavez appeals to the audience’s beliefs (“He also appeals to readers’ sense of humanity and virtue, portraying nonviolence as something for those who dont [sic] want to exploit the weak or poor”). Although not flawless (sometimes the student overstates the case: “By depicting violence as deplorable and vile, he convinces those with even a shred of decency or humanity”), the essay clearly demonstrates its control over a wide range of the elements of effective writing. For its well-developed rhetorical analysis and effective prose style, this essay earned a score of 8.

Sample: 2B
Score: 6

This essay adequately argues that Cesar Chavez “expresses his unwavering support of Dr. King’s method of nonviolence through logical support and contrast.” The essay analyzes how Chavez develops his argument with logic (nonviolence attracts support while history shows that violence results in the further oppression of the poor, the workers). Then the essay turns to consider “another powerful tool: contrast,” observing that the “overall organization of [Chavez’s] article follows [sic] a certain format; he first supports nonviolence and then follows that support with a hypothetical ‘if.’” This claim is supported with appropriate and sufficient explanation: “‘If we webeat [sic] the growers at the expense of violence, victory would come at the expense of injury and … death.’ … The readers have this continued comparison in their minds as they read, nonviolence — good results, violence — bad results.” The essay concludes by quickly summarizing its two main points, contending, “According to Chavez, it’s not even a choice. Nonviolence is the only way to go.” Despite its rather rushed conclusion and occasional lapses, this essay earned a score of 6 for its adequate rhetorical analysis and generally clear prose.
Sample: 2C
Score: 3

This essay inadequately analyzes the rhetorical choices, identified as “persuasive diction, moving pathological appeals, decisive short syntax, and authoritative ethos,” that Cesar Chavez employs. The student misreads the passage (which begins by pointing out that Dr. King inspired the farm workers’ movement led by Chavez) to be an appeal “reach[ing] out to an audience of African-Americans working for justice and equality.” The student also incorrectly mislabels Chavez’s aim of “promoting emotional involvement” in his readers as “pathological.” Although the student understands Chavez is making an appeal to pathos here, the essay’s analysis of this rhetorical strategy is insufficiently explained and at moments simplistic: “Knowing that an individual life has such a strong significance as the struggle, readers are overcome with a sense of duty and motivation.” Similarly, sweeping claims — such as “[h]is short, decisive syntax strengthen [sic] his argument against violent resistance, leaving no room to ignore the plain, haunting facts he presents”— are inadequately explained and supported. Although the essay’s control of writing is more typical of essays earning a higher score, it demonstrates a less perceptive understanding and analysis of the passage than essays scored a 4, and therefore it earned a score of 3.