

**8<sup>th</sup> Grade**  
**Assessment 2**

Table of Contents

Assessment Guide ..... Pages 2-3

Assessment Rubric..... Pages 4-9

Checkers ..... Pages 10-12

## Eighth Grade Performance Assessment

On September 23rd, 1952, Richard Nixon, who was at that time a senator from California, and was running for Vice President, gave a speech on television. He wanted to defend himself against the accusation that he was using money from an \$18,000 fund dishonestly, because he used this money to cover election costs. In his speech, Nixon argues that men who are not rich should be able to run for President, and that to do that, they need to cover their costs with election funds. He also describes the gifts and funds that he was given, including a small dog for his children, named “Checkers.” Response to the speech was immediate and strong – 60 million Americans watched it, and Nixon received huge public support and kept his place as a Vice Presidential candidate. The ‘Checkers’ speech became famous because it was the first time a politician appealed directly to the public. Since then, when a politician makes an emotional speech, it’s often called a ‘Checkers’ speech.

You’ll have a chance to listen to this speech, and also to read it. Then you’ll answer some questions. You might find this quotation useful - it’s from the text:

*“I want you to know the facts”*

### **Task 1: (Reading Standard 8, Writing Standard 2)**

Write an essay in which you answer these questions:

In “Checkers,” Nixon argues that men who are not rich should be able to run for public office. One claim he makes implicitly is that he has served his country for many years. Another claim he makes explicitly is that he has not earned a lot of money in this service. Nixon provides *a lot* of facts in his speech. How does Nixon convince you that men like him, who are not rich, should be able to run for office? How relevant is his evidence, and does he provide enough evidence to show that he is not rich and yet serves his country well?

In your response, be sure to:

- introduce your topic clearly by explaining the author’s argument and previewing specific claims
- assess one claim the author makes to support his argument by evaluating how it is supported with relevant, well-chosen facts, concrete details, quotations, and information
- assess a second claim by evaluating how it is supported with relevant, well-chosen facts, concrete details, quotations, and information
- evaluate which claim is more strongly supported and convincing in the text
- group information logically into paragraphs
- use specific language related to the topic to inform and explain
- provide a concluding statement that supports your explanation

## Task 2 (Reading Standard 4)

At one point in his speech, Nixon quotes Lincoln, who said, "God must have loved the common people -- he made so many of them." What do you think the reference to *common people* means in this context? Explain what you think it might mean, as well as any historical or symbolic meanings the phrase might have in this context.

TCRWP Informational Reading and Information Writing Rubric-Eighth Grade

Eighth Grade Reading Rubric	<u>Level 1-</u> Novice	<u>Level 2-</u> Intermediate	<u>Level 3-</u> Proficient	<u>Level 4-</u> Above Proficient
<p><b>Determine meaning of general academic and domain-specific vocabulary</b></p> <p><b>R. Standard 8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Wrongly determines the meaning of terms. Alternatively, the student may attempt to determine, rephrase and elaborate on meaning of terms given by the text and discussion may be confusing, showing student does not grasp meaning of words and phrases.</p> <p>Does not analyze the impact of specific word choices on meaning and tone or discusses impact of one word but not the other.</p>	<p>Discusses the meaning of the terms, gained from synthesizing multiple parts of a text but discussion may reveal only a surface understanding of terms, showing for example, that the student grasps only one meaning rather than multiple connotations. Discussion of the given words or phrases may show the student has greater understanding of one particular word or phrase than another.</p> <p>Attempts to discuss the impact of words on the meaning and/or tone of the text but analysis is confusing or not fully supported by the text.</p>	<p><b>Determines meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b></p> <p>Demonstrates ability to synthesize information to determine a nuanced understanding of words and phrases, discussing multiple connotations; recognizes meaning of analogies and can name texts to which allusions are made.</p> <p>Analysis of the impact of including words or phrases in the text is somewhat elaborated, with the student discussing how a word impacts both meaning and tone and providing textual evidence to support ideas.</p>	<p>Demonstrates ability to synthesize information to determine a nuanced understanding of a word, discussing multiple connotations.</p> <p>The student provides a critical analysis of the impact of including a word, taking into account its multiple connotations. In some cases, the student discusses the historical and political constructions of the word. (i.e. Student might not just identify the text to which is alluded, but discuss the effect of the allusion, including the text’s place in history and politics and what images it conjures.)</p>

TCRWP Informational Reading and Information Writing Rubric-Eighth Grade

<p><b>Delineating and Evaluating Argument and Claims</b></p> <p><b>R. Standard 8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>Attempts to identify the overall argument and some claims but may do so wrongly. Alternatively, the student may correctly delineate the argument and discuss how particular claims are supported by reasons and evidence from the text but have difficulty communicating clearly how claim is supported or not supported. Does not trace or evaluate overall argument in light of claim. May include evidence not related to claim.</p>	<p>Names and attempts to evaluate the overall argument by assessing how particular claims are supported. May discuss two claims and provide text evidence for the claims but have difficulty assessing whether the evidence is relevant or sufficient enough to support each claim.</p>	<p><b>Delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced.</b></p> <p>Delineates and discusses the development of the argument and evaluates the degree to which particular claims are supported, describing whether evidence is relevant and sufficient. Explains the effect of the author’s supporting and/or not supporting a claim on the overall argument and recognizes when irrelevant evidence is introduced.</p>	<p>Analyzes the reasoning of the overall argument in light of the way claims are supported, describing what the author might have done to strengthen the overall argument. Begins to identify false statements and reasoning that does not make sense. The student might discuss assumptions the author makes or things the author takes for granted and how these limit the argument.</p>
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	<u>Level 1-</u> Novice	<u>Level 2-</u> Intermediate	<u>Level 3-</u> Proficient	<u>Level 4-</u> Above Proficient
<p><b>Eighth Grade</b></p> <p><b>Writing Rubric</b></p>	<p><b>W. Standard 8.2</b></p> <p><i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p>			
	<p><i>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</i></p>	<p>Begins with reasons that support the topic or author’s claim, without naming a topic.</p> <p>OR</p> <p>Names a topic but does not preview what is to follow.</p> <p>i.e. “One reason Nixon says men who are not rich should be able to run for office is...”</p> <p>Provides examples, ideas, and concepts, but does not group</p>	<p>Introduces the topic (the author’s argument) and either: moves into a discussion of one reason without previewing all of the reasons that are to follow OR does not provide information that contextualizes the topic.</p> <p>i.e. “Nixon claims that men who are not rich should be able to run for office. One reason is...”</p> <p>Attempts to group related information in paragraphs or</p>	<p><b>Introduces the topic (the author’s argument) clearly and previews specific claims.</b></p> <p><b>Organizes ideas, concepts, and information into broader categories.</b></p> <p>Introduces the argument clearly by naming the author’s claim in one, clear statement and provides information to contextualize the topic.</p> <p>i.e. “In ‘Checkers’, a speech given on September 23, 1952, Nixon claims that men who are not rich should be able to run for office. Three of the main reasons he gives for this are...”</p> <p>Groups related information into paragraphs or sections, and presents the information</p>

TCRWP Informational Reading and Information Writing Rubric-Eighth Grade

	information in related paragraphs or sections, or does so in a way that is disorganized or unclear.	sections, though there are several instances where this is not done perfectly, i.e. includes extraneous details in a paragraph or section.	in a logical order (e.g. least to most compelling details, or chronological order).	reader to each section with an introductory statement and ends each section with a concluding statement or a link to the following section.
<b><i>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</i></b>	<p>Develops the topic in one or two of the following ways: relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text provided.</p> <p>Includes no direct quotations or quotations seem misplaced. May instead make general references to the text as a whole.</p>	<p>Develops some of the sections using a variety of the following: relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text provided.</p> <p>Includes at least one direct quotation, cited properly, and integrated into the text appropriately.</p>	<p><b>Develops each section with several of the following: relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text provided.</b></p> <p><b>Includes direct quotations, cited and integrated properly; refers directly to sources when including information from them.</b></p>	<p>Develops each section using a wide, balanced variety of the following: relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text provided. Names connections between supporting pieces of information and supporting points.</p> <p>Develops the topic using inferred information, as well as information pulled from multiple parts of the text.</p> <p>Includes direct quotations in multiple sections, cited and integrated properly; refers directly to sources when including information from</p>

TCRWP Informational Reading and Information Writing Rubric-Eighth Grade

				them.
<p><i>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p>	<p>Lacks transitional phrases or uses only lowest-level transitional phrases, such as “for example”, “also”.</p>	<p>Includes some nuanced transitional phrases to clarify relationships among ideas and concepts, such as “moreover” and “nonetheless”. May use these mostly to connect between sections or paragraphs.</p>	<p><b>Uses varied and appropriate transitional phrases to clarify relationships among ideas and concepts.</b></p> <p>Uses transitional phrases to connect ideas within sections as well as between sections.</p>	<p>Uses transitional phrases to connect ideas within sections as well as between sections and uses transitional phrases to link non-adjacent but related portions of the response (e.g. going back to, returning to, further support for).</p>
<p><i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>e. Establish and maintain a formal style.</i></p>	<p>Attempts to use precise, domain-specific vocabulary from the text, though sometimes incorrectly or awkwardly.</p> <p>Uses an informal tone and style inappropriate to the genre of academic information writing, and may cross over into the style of other genres.</p>	<p>Uses precise, domain-specific vocabulary from the text. This vocabulary is often (though not always), integrated smoothly.</p> <p>Attempts to establish and maintain an essayist’s tone and style appropriate to the genre, but may waver between formal and informal styles.</p>	<p><b>Uses precise, domain-specific vocabulary to inform about or explain the topic.</b></p> <p>Incorporates this language skillfully, even when words are unfamiliar.</p> <p>Maintains a formal style of writing throughout the piece.</p>	<p>Uses precise, domain-specific vocabulary to inform about the topic in all sections of the text.</p> <p>Angles the use of vocabulary to emphasize key points and ideas.</p> <p>Maintains a formal style of writing throughout the piece.</p>
<p><i>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></p>	<p>Provides a concluding statement or section that does not clearly connect to the topic, or conclusion is not</p>	<p>Provides a concluding statement or section that attempts to circle back to or reflect on the original topic.</p>	<p><b>Provides a concluding statement or section that follows from and supports the information presented.</b></p>	<p>Provides a concluding statement or section that follows from and supports the information presented and may also place the</p>

TCRWP Informational Reading and Information Writing Rubric-Eighth Grade

	<p>present.</p> <p>i.e. “That is the final reason that the author gave.”</p>	<p>i.e. “These were some of the reasons that Nixon gave to say he should be able to remain in the vice-presidential race.”</p>	<p>Provides a conclusion that is related to the topic and to the text as a whole.</p> <p>i.e. “Because Nixon offered such strong reasons he should be able to stay in the race, such as..., he was able to remain a candidate.”</p>	<p>information in a larger context or attempt to connect to a larger audience.</p> <p>i.e. “Nixon, by giving powerful reasons, such as..., gained public support and remained in the vice-presidential race. This was an important moment in the history of politics because it showed the power of speaking directly to the public.”</p>
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Richard M. Nixon  
*"Checkers"*

Delivered and broadcast live on television 23 September 1952

On September 23<sup>rd</sup>, 1952, Richard Nixon, who was at that time a senator from California, and was running for Vice President, gave a speech on television. He wanted to defend himself against the accusation that he was using money from an \$18,000 fund dishonestly, because he used this money to cover election costs. In his speech, Nixon argues that men who are not rich should be able to run for President, and that to do that, they need to cover their costs with election funds. He also describes the gifts and funds that he was given, including a small dog for his children, named "Checkers." Response to the speech was immediate and strong – 60 million American watched it, and Nixon received huge public support and kept his place as a Vice Presidential candidate. The 'Checkers' speech became famous because it was the first time a politician appealed directly to the public. Since then, when a politician makes an emotional speech, it's often called a 'Checkers' speech.

Here is an excerpt from the speech:

My Fellow Americans,

I come before you tonight as a candidate for the Vice Presidency and as a man whose honesty and -- and integrity has been questioned.

... I want to tell you my side of the case... I'm sure that you have read the charge, and you've heard it, that I, Senator Nixon, took 18,000 dollars from a group of my supporters.

...let me say this: Not one cent of the 18,000 dollars or any other money of that type ever went to me for my personal use. Every penny of it was used to pay for political expenses that I did not think should be charged to the taxpayers of the United States. It was not a secret fund... you will find that the purpose of the fund simply was to defray political expenses that I did not feel should be charged to the Government.

...And so now, what I am going to do -- and incidentally this is unprecedented in the history of American politics -- I am going at this time to give to this television and radio audio -- audience, a complete financial history, everything I've earned, everything I've spent, everything I own. And I want you to know the facts.

I'll have to start early. I was born in 1913. Our family was one of modest circumstances, and most of my early life was spent in a store out in East Whittier. It was a grocery store, one of those family enterprises. The only reason we were able to make it go was because my mother and dad had five boys, and we all worked in the store. I worked my way through college, and, to a great extent, through law school. And then in 1940, probably the best thing that ever happened to me happened. I married Pat who's sitting over here. We had a rather difficult time after we were married, like so many of the young couples who may be listening to us. I practiced law. She continued to teach school.

Then, in 1942, I went into the service. Let me say that my service record was not a particularly unusual one. I went to the South Pacific. I guess I'm entitled to a couple of

battle stars. I got a couple of letters of commendation. But I was just there when the bombs were falling. And then I returned -- returned to the United States, and in 1946, I ran for the Congress. When we came out of the war -- Pat and I -- Pat during the war had worked as a stenographer, and in a bank, and as an economist for a Government agency -- and when we came out, the total of our savings, from both my law practice, her teaching and all the time that I was in the war, the total for that entire period was just a little less than 10,000 dollars. Every cent of that, incidentally, was in Government bonds. Well that's where we start, when I go into politics.

Now, what have I earned since I went into politics? Well, here it is. I've jotted it down. Let me read the notes. First of all, I've had my salary as a Congressman and as a Senator. Second, I have received a total in this past six years of 1600 dollars from estates which were in my law firm at the time that I severed my connection with it. And, incidentally, as I said before, I have not engaged in any legal practice and have not accepted any fees from business that came into the firm after I went into politics. I have made an average of approximately 1500 dollars a year from nonpolitical speaking engagements and lectures.

...First of all, we've got a house in Washington, which cost 41,000 dollars and on which we owe 20,000 dollars. We have a house in Whittier, California which cost 13,000 dollars and on which we owe 3000 dollars. My folks are living there at the present time. I have just 4000 dollars in life insurance, plus my GI policy which I've never been able to convert, and which will run out in two years. I have no life insurance whatever on Pat. I have no life insurance on our two youngsters, Tricia and Julie. I own a 1950 Oldsmobile car. We have our furniture. We have no stocks and bonds of any type. We have no interest of any kind, direct or indirect, in any business. Now, that's what we have. What do we owe?

Well in addition to the mortgage, the 20,000 dollar mortgage on the house in Washington, the 10,000 dollar one on the house in Whittier, I owe 4500 dollars to the Riggs Bank in Washington, D.C., with interest 4 and 1/2 percent. I owe 3500 dollars to my parents, and the interest on that loan, which I pay regularly, because it's the part of the savings they made through the years they were working so hard -- I pay regularly 4 percent interest. And then I have a 500 dollar loan, which I have on my life insurance.

Well, that's about it. That's what we have. And that's what we owe. It isn't very much. But Pat and I have the satisfaction that every dime that we've got is honestly ours. I should say this, that Pat doesn't have a mink coat. But she does have a respectable Republican cloth coat, and I always tell her she'd look good in anything.

One other thing I probably should tell you, because if I don't they'll probably be saying this about me, too. We did get something, a gift, after the election. A man down in Texas heard Pat on the radio mention the fact that our two youngsters would like to have a dog. And believe it or not, the day before we left on this campaign trip we got a message from Union Station in Baltimore, saying they had a package for us. We went down to get it. You know what it was? It was a little cocker spaniel dog in a crate that he'd sent all the way from Texas, black and white, spotted. And our little girl Tricia, the six year old, named it "Checkers." And you know, the kids, like all kids, love the dog, and I just want to say this, right now, that regardless of what they say about it, we're gonna keep it.

It isn't easy to come before a nationwide audience and bare your life, as I've done. But I want to say some things before I conclude that I think most of you will agree on. Mr. Mitchell, the Chairman of the Democratic National Committee, made this statement -- that if a man couldn't afford to be in the United States Senate, he shouldn't run for the Senate.

And I just want to make my position clear. I don't agree with Mr. Mitchell when he says that only a rich man should serve his Government in the United States Senate or in the Congress. I don't believe that represents the thinking of the Democratic Party, and I know that it doesn't represent the thinking of the Republican Party.

I believe that it's fine that a man like Governor Stevenson, who inherited a fortune from his father, can run for President. But I also feel that it's essential in this country of ours that a man of modest means can also run for President, because, you know, remember Abraham Lincoln, you remember what he said: "God must have loved the common people -- he made so many of them."

...And now, finally, I know that you wonder whether or not I am going to stay on the Republican ticket or resign. Let me say this: I don't believe that I ought to quit, because I am not a quitter. And, incidentally, Pat's not a quitter. After all, her name was Patricia Ryan and she was born on St. Patrick's day, and you know the Irish never quit.

But the decision, my friends, is not mine. I would do nothing that would harm the possibilities of Dwight Eisenhower to become President of the United States. And for that reason I am submitting to the Republican National Committee tonight through this television broadcast the decision which it is theirs to make. Let them decide whether my position on the ticket will help or hurt. And I am going to ask you to help them decide. Wire and write the Republican National Committee whether you think I should stay on or whether I should get off. And whatever their decision is, I will abide by it.

<http://www.americanrhetoric.com/speeches/richardnixoncheckers.html>

link to Nixon giving the speech