

## ELA.09.CR.1.06.094 C1 T6

Sample Item ID:	<b>ELA.09.CR.1.06.094</b>
Grade/Model:	9/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	<b>6: TEXT STRUCTURES/FEATURES:</b> Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation
Secondary Target:	n/a
Standard(s):	RL-5, RL-7
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimuli/Passage(s):	Barbara Frietchie by John Greenleaf Whittier
Stimuli/Text Complexity:	The quantitative information shows the limitations of readability formulas for poetry. The poem is more complex than is suggested by the readabilities. <b>Based on these sets of measures, this passage is recommended for assessment at grade 9.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	English Poetry III: From Tennyson to Whitman, The Harvard Classics, 1909-1914. <a href="http://www.bartleby.com/42/800.html">http://www.bartleby.com/42/800.html</a>
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must explain how an author uses a particular text structure to create meaning in a poem.
Target-specific attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

*Stimulus Text:*

*Read the following poem and then answer the question.*

*The following poem is based on a story from the Civil War. According to legend, when Major General Stonewall Jackson led Confederate troops through Frederick, Maryland, on September 6, 1862, Union supporter Barbara Frietchie waved the Union flag in protest.*

**Barbara Frietchie**

*by John Greenleaf Whittier*

UP from the meadows rich with corn,  
Clear in the cool September morn,

The clustered spires of Frederick stand  
Green-walled by the hills of Maryland.

Round about them orchards sweep, 5  
Apple and peach tree fruited deep,

Fair as the garden of the Lord  
To the eyes of the famished rebel horde,

On that pleasant morn of the early fall  
When Lee marched over the mountain-wall; 10

Over the mountains winding down,  
Horse and foot, into Frederick town.

Forty flags with their silver stars,  
Forty flags with their crimson bars,

Flapped in the morning wind: the sun 15

Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,  
Bowed with her fourscore years and ten;

Bravest of all in Frederick town,  
She took up the flag the men hauled down;        20

In her attic window the staff she set,  
To show that one heart was loyal yet.

Up the street came the rebel tread,  
Stonewall Jackson riding ahead

Under his slouched hat left and right        25  
He glanced; the old flag met his sight

'Halt!' –the dust-brown ranks stood fast.  
'Fire!' –out blazed the rifle-blast.

It shivered the window, pane and sash;  
It rent the banner with seam and gash.        30

Quick, as it fell, from the broken staff  
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,  
And shook it forth with a royal will.

'Shoot, if you must, this old gray head,        35  
But spare your country's flag,' she said.

A shade of sadness, a blush of shame,  
Over the face of the leader came;

The nobler nature within him stirred

To life at that woman's deed and word;	40
'Who touches a hair of yon gray head Dies like a dog! March on!' he said.	
All day long through Frederick street Sounded the tread of marching feet:	
All day long that free flag tost Over the heads of the rebel host.	45
Ever its torn folds rose and fell On the loyal winds that loved it well;	
And through the hill-gaps sunset light Shone over it with a warm good-night.	50
Barbara Frietchie's work is o'er, And the Rebel rides on his raids no more.	
Honor to her! and let a tear Fall, for her sake, on Stonewall's bier.	
Over Barbara Frietchie's grave, Flag of Freedom and Union, wave!	55
Peace and order and beauty draw Round thy symbol of light and law;	
And ever the stars above look down On thy stars below in Frederick town!	60

*Item Prompt:*

The poet wrote this poem using couplets, paired rhyming lines with the same meter. Describe how this structure emphasizes

what takes place in the poem. Support your answer using details from the poem.

<b>Scoring Rubric</b>	
<b>2</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to analyze the impact of text structures on meaning</li> <li>• Includes specific descriptions that make clear reference to the text</li> <li>• Adequately supports the descriptions with clearly relevant examples from the text</li> </ul>
<b>1</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to analyze the impact of text structures on meaning</li> <li>• Includes some descriptions that make reference to the text</li> <li>• Supports the descriptions with limited examples from the text</li> </ul>
<b>0</b>	<p>A response gets no credit if it provides no evidence of the ability to analyze the impact of text structures, includes no relevant information from the text, or is vague.</p>

*Scoring Notes:*

Response may include but is not limited to: The use of couplets creates a very distinct rhythm, like a march. In this poem it helps to reinforce the military theme of the poem and help the reader to feel the rhythmic steps of the soldiers marching. It also has a very uniform visual effect that is representative of lines of soldiers in uniform marching in unison.

**Score Point 2 Sample:**

The poet uses couplets, which are pairs of rhyming lines, to create a strong rhythm in the poem. There is a military theme in this poem, and the rhythm of the lines helps to create a marching quality that is similar to soldiers marching in battle. In addition, the ends of each pair of lines look similar because of the rhyming words and the lengths of the lines. This quality helps the reader think of soldiers marching in unison—all in the same uniform.

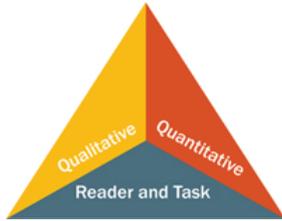
**Score Point 1 Sample:**

The poet's use of couplets emphasizes what happens in the poem. The ending words in each pair of lines rhyme, and most of the lines are about the same length. These features create a rhythm to the poem that matches the military theme.

**Score Point 0 Sample:**

The poem is about the civil war.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Barbara Frietchie	John Greenleaf Whittier	Classic poem about a fictitious figure from the Civil War



**Recommended Placement for Assessment: Grade 9**

The quantitative information shows the limitations of readability formulas for poetry. The poem is more complex than is suggested by the readabilities. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Moderately complex:</u> A narrative poem, with some subtle levels of meaning but also a straight storyline.</p> <p><b>Text Structure:</b>  <u>Moderately complex:</u> There is more than one storyline but it's accessible if students have a grasp of the use of language.</p> <p><b>Language Features:</b>  <u>Very complex:</u> The poem includes abstract language, figurative language, and archaic vocabulary. In addition, the poetic form is challenging.</p> <p><b>Knowledge Demands:</b>  <u>Very complex:</u> There are unexplained references to historical figures (e.g., Lee, Stonewall Jackson, etc.) that may be challenging.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 940L; grades 4-5                      Flesch-Kincaid: 1.7                      Word Count: 405</p> <p style="background-color: #ADD8E6;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul>

Adapted from the 2012 ELA SCASS work