

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

QUALITY	6	5	4	3	2	1
	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
<b>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</b>	-provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis -use the criteria to make insightful analysis of the chosen texts	-provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts	-provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts	-provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts	-provide a confused or incomplete interpretation of the "critical lens" -may allude to the "critical lens" but do not use it to analyze the chosen texts	-do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts
<b>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</b>	-develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts	-develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts	-develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts	-develop ideas briefly, using some evidence from the text -may rely primarily on plot summary	-are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified	-are minimal, with no evidence of development
<b>Organization: the extent to which the response exhibits direction, shape, and coherence</b>	-maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions	-maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency	-establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	-lack an appropriate focus but suggest some organization, or suggest a focus but lack organization	-show no focus or organization
<b>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</b>	-are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning	-use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing	-use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length	-rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success	-use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect	-are minimal -use language that is incoherent or inappropriate
<b>Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</b>	-demonstrate control of the conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

In the words of Adlai E. Stevenson, "... the truth is often unpopular...". In other words, truth often exposes the harsh reality of life, which is commonly met with dissatisfaction by people as a whole. However, the truth is also crucial in order for people to adjust to living in the real world. Two specific literary works that support this particular critical lens are the play The Crucible and the novel The Jungle. Arthur Miller supports the quote through allegory and characterization, while Upton Sinclair supports the quotation through his use of symbolism and mood.

In The Crucible, Arthur Miller uses allegory by comparing the Salem Witch Trials to the Red Scare during his lifetime. He does this in order to demonstrate the hysteria enveloping the Puritan town of Salem during the 1600s. In the plot, several people wrongly accused of witchcraft are put on trial and, ironically, are hanged if they do not confess to the lie that they are guilty. In the midst of this, the townspeople cling to Puritan authority because it provides them with a degree of safety from the dark wilderness that surrounds them. Therefore, the slightest consideration that there really aren't any witches is a dangerous thought, for it undermines authority and puts the town in peril. As a result, the truth becomes very unpopular. Another literary element that Arthur Miller uses is characterization, through his development of the main characters. Abigail Williams, the central antagonist in the plot, ruthlessly accuses innocent people of involving

themselves with Satan to avoid admitting she was "conjuring" in the woods with other teenage girls. She also seizes this opportunity to attack her lover John Proctor's wife. John Proctor, the protagonist, sees clearly through her lies and risks everything he has to expose her immoral character. However, although people gradually begin to question Abigail's veracity, John Proctor cannot convince the political and religious leaders of the town to halt the executions. In the end he is hanged, along with several other townspeople who are determined to maintain their dignity by not confessing to a lie. In this town, the truth remains unpopular while people die because it is ignored.

In the novel The Jungle, Upton Sinclair ~~also~~ uses symbolism, which aids in supporting the main idea of the quote. In the story, an immigrant family symbolizing all those immigrant families who came to America for a better life, arrives in Chicago during the era known as the Gilded Age. However, when the whole family must fit in a tiny apartment that contains the worst living conditions possible, the main characters realize that America is not the land of opportunity that they expected. Long hours, dangerous working conditions, and low wages expose the unfortunate truth that the family has no chance of rising in social or economic status. With this reality in place, the mood of the novel becomes grim as the mindsets of the main

characters slip into depression. The disappointing truth ends up being very unpopular for the family, but they must live with it. Another literary element that Upton Sinclair manipulates is tone, which emerges through his introduction of socialism in the novel. At the end of the story, Jurgis, the protagonist, embraces the values of socialism, which advocates the idea of equal economic status for all people. In the novel, Jurgis supports the politicians who wish to instill a socialist regime in Chicago. This shift in Jurgis' thinking reveals Sinclair's negative attitude toward laissez faire economics. Upton Sinclair uses this novel to introduce a potential solution to the tensions among the social classes. In the end, the harsh truth about the compelling imbalance of wealth and democratic rights between the wealthy class and the lower class in the urban area of Chicago leads to the desire for reform.

As you can see, both the play The Crucible and the novel The Jungle support Adlai E. Stevenson's quote, "... the truth is often unpopular..." Through the use of specific literary elements such as allegory, symbolism, characterization, and mood, both of these works of literature convey the fact that people, on average, do not react positively to contradictions to their assumptions. While it would be much more simple to go through life without acknowledging its harsh realities,

people cannot remake reality. Humans do not live in a perfect world, and so they must be rational to recognize its numerous imperfections.

Anchor Level 6 – A

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis, stating that <i>truth often exposes the harsh reality of life, which is commonly met with dissatisfaction by people</i> while acknowledging that <i>truth is also crucial in order for people to adjust to living in the real world</i>. The response uses the criteria to make insightful analysis of <i>The Crucible</i> (<i>In this town, the truth remains unpopular while people die because it is ignored</i>) and <i>The Jungle</i> (<i>The disappointing truth ends up being very unpopular for the family, but they must live with it</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and fully, making effective use of a wide range of relevant and specific evidence from both texts to support a discussion of the difficult nature of truth in <i>The Crucible</i> (<i>In the plot, several people wrongly accused of witchcraft are put on trial and, ironically, are hanged if they do not confess to the lie that they are guilty</i>) and <i>The Jungle</i> (<i>Long hours, dangerous working conditions, and low wages expose the unfortunate truth that the family has no chance of rising in social or economic status</i>). The response incorporates a discussion of appropriate literary elements (<i>allegory, symbolism, characterization, and mood</i>) into the discussion.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on <i>the fact that people, on average, do not react positively to contradictions to their assumptions</i> and on the fact that <i>people cannot remake reality</i>. The response exhibits a logical and coherent structure, first discussing <i>The Crucible</i> and the unpopularity of the truth as <i>townspeople cling to Puritan authority</i>, then the roles of Abigail Williams and John Proctor. The response then discusses the status of immigrants and their resultant attraction to socialism in <i>The Jungle</i>. The response makes skillful use of appropriate devices and transitions (<i>In the midst of this, With this reality in place, This shift</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>undermines authority and puts the town in peril, Abigail's veracity, the mindsets of the main characters slip into depression</i>), with a notable sense of voice and awareness of audience and purpose (<i>As you can see</i>). The response varies structure and length of sentences to enhance meaning (<i>In the end, the harsh truth ... leads to the desire for reform</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6 in all qualities.</p>	

Adlai E. Stevenson once stated that "The truth is often unpopular." I believe Stevenson means that people often attempt to block the truth from their minds if it is disturbing or not pleasing to them. In To Kill a Mockingbird, a novel by Harper Lee, pressure from society causes a local town jury to believe that defendant Tom Robinson is guilty of rape, despite clear evidence against this conclusion. On a more individual level, Amanda Wingfield's refusal to accept her situation in life in The Glass Menagerie, a play by Tennessee Williams, leads her to act as though she is still living in her younger days. Such books exemplify the manner in which people can deceive themselves by believing in "false" truths."

A belief held strongly by a vast majority of a society can often lead to pressure on the inhabitants to conform to its beliefs, no matter the reality. In Harper Lee's To Kill a Mockingbird, the setting is the small Alabama town of Maycomb in the 1930's. During this time period, racism was common in the South and many of the townspeople were prejudiced against people of color. When the case of African American Tom Robinson is presented

to the jury, and his lawyer, Atticus Finch shows significant evidence against Mayella Ewell's claim of rape. The jury yields to the prejudice in their society and convicts him anyway. Atticus' strong arguments, including the fact that Mayella was beaten by a left-handed person, and Tom's left hand had been crippled years ago, are ignored. Instead, the majority of this jury convinces themselves that Tom is guilty simply because he is black, and the townspeople would be unacceptable of any other verdict.

Refusing to recognize an unpopular truth can have a strong effect on an individual's character, as well. Amanda, in Tennessee Williams's *The Glass Menagerie*, uses self-deception to escape from her dreary, everyday life as an adult. In her youth Amanda is characterized as a beautiful young woman with a Southern charm that attracted several "gentlemen callers." As she grew older, she lost her perfect life and was confronted with the responsibility of raising her children alone. In an attempt to hold onto her past life, she pressures her son Tom to find a "gentleman caller" for her daughter, Laura. Amanda's neurotic character leads her to believe her own misguided

idea that Laura should have the same youthful experience that she had enjoyed. Amanda refuses to believe Laura is crippled and pressures her children to conform to her ideas to the point where she drives her son out of the house, while Laura becomes even more disillusioned.

Once people have convinced themselves that an unpopular truth is no longer valid, they can easily continue their self-deception by surrounding themselves with comforting lies. It is this type of deception of the mind that can often transform an uncomfortable situation into one that is potentially damaging to oneself or others.



**Anchor Level 6 – B**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides an interpretation of the critical lens that is faithful to the complexity of the statement and clearly establishes the criteria for analysis, stating that <i>people often attempt to block the truth from their minds if it is disturbing or not pleasing to them and they can deceive themselves by believing in false “truth.”</i> The response uses the criteria to make insightful analysis of <i>To Kill a Mockingbird</i> (<i>the majority of this jury convinces themselves that Tom is guilty simply because he is black, and the townspeople would be unaccepting of any other verdict</i>) and <i>The Glass Menagerie</i> (<i>Amanda’s neurotic character leads her to believe her own misguided idea</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to illustrate the effects of self-deception in <i>To Kill a Mockingbird</i> (<i>When the case of African American Tom Robinson is presented to the jury, and his lawyer Atticus Finch shows significant evidence against Mayella Ewell’s claim of rape, the jury yields to the prejudice in their society and convicts him anyway</i>) and <i>The Glass Menagerie</i> (<i>Amanda refuses to believe Laura is crippled and pressures her children to conform to her ideas</i>). The response uses appropriate literary elements, discussing the use of setting in <i>To Kill a Mockingbird</i> and the use of characterization in <i>The Glass Menagerie</i>.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on how people deal with <i>an unpopular truth</i>. The response exhibits a logical and coherent structure, first interpreting and agreeing with the lens and then following the order established in the introduction. The response first discusses how self-deception sparked by prejudice affected the entire <i>town of Maycomb in the 1930’s</i> and then how Amanda’s situation in respect to her <i>dreary, everyday life as an adult</i> leads her to avoid reality. The response ends with a summary conclusion that emphasizes the use of deception to create <i>comforting lies</i>. The response makes skillful use of appropriate devices and transitions (<i>On a more individual level, Both books exemplify, as well</i>).</p>
<b>Language Use</b>	<p>Is stylistically sophisticated, using language that is precise and engaging (<i>A belief held strongly by a vast majority of a society can often lead to pressure on the inhabitants to conform to its beliefs, no matter the reality</i>), with a notable sense of voice and awareness of audience and purpose (<i>It is this type of deception ... that is potentially damaging to oneself or others</i>). The response varies structure and length of sentences to enhance meaning (<i>As she grew older, she lost her perfect life and was confronted with the responsibility of raising her children alone</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 6, although it is somewhat weaker in development.</p>	

Adlai Stevenson once said, "... the truth is often unpopular ...", which is a statement that is, for the most part, accurate.

Many people can be seen trying to avoid the truth, or else just preferring not to know it. This shows how people fear the truth, often because of the changes it may bring to their habits, lives, and ways of thinking. Such is the case in John Steinbeck's East of Eden and Harper Lee's To Kill a Mockingbird.

In John Steinbeck's East of Eden, the truth is that Cal and Aron's mother is a "monster" who runs a brothel. However, the two boys have been led to believe that their mother had actually died. When they learn the truth, the boys react in different ways. Of the two, Aron's reaction is more extreme. All his life, Aron tries to be perfect and tries to envision that he lives in a perfect world. Because of this, he creates an image of his mother as the perfect woman; but, when he discovers the truth about her, he is crushed. This new-found truth destroys life as he has known it, leaving him in turmoil as he faces the internal conflict of either embracing, or at least accepting, the discovery of his mother's existence, or avoiding a truth he would rather not have known. In Aron's case, he chooses the latter. As a result, he joins the United States' Army and is killed in combat. The world which Aron envisions is essentially a lie; therefore, when he discovers the truth, he cannot handle it. For Aron, the truth is harmful and certainly unpopular as he feels he can no longer live in the immoral and imperfect reality that actually exists in the world.

Harper Lee's To Kill a Mockingbird deals with truth, regarding the innocence of a man. The setting is <sup>the 1930s in</sup> a small town called Maycomb, Alabama. This is a time when

segregation was the law and prejudice was the norm. In the novel, a black man, Tom Robinson, is convicted of trying to rape a white girl, Mayella Ewell. The truth is that Tom is innocent; however, in a town where racism is rampant, people are unable to accept the truth. This truth would have forced people to rethink their ideals and their ways of life, and the citizens of Maycomb are neither willing nor ready to accept this. As a result, most people refuse to believe the truth, despite the clear evidence Atticus presents showing that Tom's deformed left arm could not possibly have caused Mayella's injuries. Thus, an innocent man is convicted of a crime he never committed, and all because a town was more willing to maintain its way of life, rather than uphold justice and truth.

Therefore, it is clear that the truth is often unpopular. However, that is only because people often fear and are unable to accept the changes that come with truth. Maybe the truth means that people will have to change their views of the world or their ways of life, and, for most, believing a lie is easier than making such adjustments. Therefore, people try to stay away from the truth and are, oftentimes, disappointed if they discover it.

**Anchor Level 5 – A**

<b>Quality</b>	<b>Commentary</b>
<b>Meaning</b>	<p><b>The response:</b> Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>this shows how people fear the truth, often because of the changes it may bring to their habits, lives, and ways of thinking</i>. The response uses the criteria to make a clear and reasoned analysis of <i>East of Eden</i> (<i>For Aron, the truth is harmful and certainly unpopular as he feels he can no longer live in the immoral and imperfect reality that actually exists in the world</i>) and <i>To Kill a Mockingbird</i> (<i>a town was more willing to maintain its way of life, rather than uphold justice and truth</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to illustrate how people try to <i>avoid</i> and how they <i>fear the truth</i> because of how it impacts their lives. The response discusses conflict in <i>East of Eden</i> (<i>This new-found truth destroys life as he has known it, leaving him in turmoil as he faces the internal conflict of either embracing, or at least accepting, the discovery of his mother’s existence, or avoiding a truth he would rather not have known</i>) and setting in <i>To Kill a Mockingbird</i> (<i>The truth is that Tom is innocent; however, in a town where racism is rampant, people are unable to accept the truth</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on the idea that <i>people often fear and are unable to accept the changes that come with truth</i>. The response exhibits a logical sequence of ideas, first introducing an interpretation of the lens, then moving on to show how characters choose to avoid feared truths they are confronted with (<i>when he discovers the truth, he cannot handle it and most people refuse to believe the truth, despite the clear evidence</i>), closing with an expanded view of the lens. Appropriate transitions are used (<i>of the two, Because of this, As a result</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>The world which Aron envisions is essentially a lie and This truth would have forced people to rethink their ideals</i>), with evident awareness of audience and purpose (<i>Such is the case in</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>This is a time when segregation was the law and prejudice was the norm</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions with essentially no errors, even with sophisticated language.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat stronger in conventions.</p>	

Adlai E. Stevenson once said, "... the truth is often unpopular ...". In other words, the truth may not be accepted by people because ~~it seems to be~~ or because they believe whatever is said is too unreasonable and, therefore, cannot be the truth. This quote can be demonstrated through the novel Night by Elie Wiesel and the play The Crucible by ~~Arthur~~ Arthur Miller. Both pieces of literature support the quote through the use of setting and characterization.

Night, by Elie Wiesel, is set in Germany during the Holocaust. The main character, Elie, and his family live in a quiet and tranquil town in Germany. This, of course, is before the Nazis came to round up his family. Elie and his family were Jewish and would, therefore, be victims of Hitler's plans. However, Elie and his family had been warned of what was to come. When he was walking, he ran into a man that warned him of what the Nazis were doing to Jews, but it was "brushed away" by Elie and his family. This is somewhat due to the setting of where they lived. It was quiet, and the thought of people raiding their house seemed outlandish. However, the Nazis did come, and they did take his family. He had been presented with the truth of what was to come, but ~~the~~ because the truth seemed to be unreasonable and was unpopular within his family, they fell victim to the Holocaust like so many others in that time and place.

Stevenson's quote is also demonstrated in the play The Crucible by Arthur Miller. The story is set in Salem, Massachusetts, during the time of the witch trials. In the story there is a man named John Proctor who is married to a woman named Elizabeth.

Although they have a good marriage, John strays from it when he has a brief affair with a young girl named Abigail. Abigail loves John and wants him all to herself. However, despite Abigail's wishes, John decides he has made a terrible mistake, and goes back to nurturing his relationship with his wife.

This ~~didn't~~ <sup>doesn't</sup> set well with Abigail and she becomes angry with Elizabeth, and wants to her "out of the picture". To do this, she accuses Elizabeth of being a witch, knowing that this would most likely lead to her death. Abigail is characterized as a back-stabbing and coniving girl, so this is in her nature. She ~~refuses to believe~~ <sup>refuses to believe</sup> the truth of her lover, John Proctor, loving someone else. As a result, she took selfish actions which, ~~is~~ ultimately, led to John Proctor's death.

"... The truth is often unpopular" according to Adlai Stevenson. This is demonstrated in both Night by Eli Wiesel through the setting and in the play The Crucible by Arthur Miller through the characterization of Abigail. Both show how the truth is often not understood or is believed to be too unreasonable to be the truth.

## Anchor Level 5 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>truth may not be accepted by people because ... they believe whatever is said is too unreasonable</i>. The response uses the criteria to make a clear and reasoned analysis of <i>Night</i> (<i>He had been presented with the truth of what was to come, but because the truth seemed to be unreasonable and was unpopular within his family, they fell victim to the Holocaust</i>) and <i>The Crucible</i> (<i>Abigail refused to believe the truth ... As a result, she took selfish actions</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence in <i>Night</i> (<i>Elie ran into a man that warned him of what the Nazis were doing to Jews, but it was “brushed away” by Elie and his family</i>) and <i>The Crucible</i> (<i>This doesn’t set well with Abigail and she becomes angry with Elizabeth and wants her “out of the picture”</i>). The response integrates the literary element of setting into the discussion of both texts (<i>Germany during the Holocaust</i> and <i>Salem, Massachusetts, during the time of the witch trials</i>) and characterization into the discussion of <i>The Crucible</i> (<i>Abigail is characterized as a back-stabbing and coniving girl</i>).</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on the idea that <i>truth is often not understood or is believed to be too unreasonable to be the truth</i>. The response exhibits a logical sequence of ideas by first introducing the lens and its interpretation, then discussing how truths are revealed to each character and how the character is unable to accept that truth, and concludes with a reiteration of the lens. Appropriate devices and transitions are used (<i>This, of course, is before; Stevenson’s quote is also; However</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>quiet and tranquil town</i> and <i>the thought of people raiding their house seemed outlandish</i>), with evident awareness of audience and purpose (<i>This quote can be demonstrated</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>However, the Nazis did come, and they did take his family</i>).</p>
<b>Conventions</b>	<p>Demonstrates control of the conventions, exhibiting occasional errors in spelling (<i>Massachusettes</i> and <i>coniving</i>) and punctuation (<i>Abigail and she and picture”</i>).</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5 in all qualities.</p>	

Adlai E. Stevenson once said, "the truth is often unpopular." What this critical lens quote means is that ~~that~~ it is hard to hear the truth sometimes because it often leads to the realization that life isn't perfect. This is proven true in Harper Lee's novel To Kill a Mockingbird with the use of theme, setting, and characterization. ~~The~~ The critical lens is also seen in Night by Elie Wiesel with the use of setting and conflict.

Harper Lee's To Kill a Mockingbird is set in the 1930's in a small town in Alabama called Maycomb. ~~The~~ The setting of the story ~~relates~~ relates to the critical lens because at that time in the south, there was racism and prejudice, these two themes were the unpopular "truth" that Scout learned. When Scout's father, Atticus, was asked to defend Tom Robinson, a black man accused of raping a white woman, ~~the~~ Scout began to see the truth, the evil truth. Lee used a ~~recurring~~ recurring symbol of a mockingbird, to show the evils of racism and prejudice. Tom Robinson along with Boo Radley, the town outcast, were characterized as mockingbirds. Scout and her brother Jem saw the truth through the trial; how ~~cruel~~ cruel a person can be to another person, ~~and how ignorant~~ this ~~idea~~ goes with the idea of "ignorance is bliss." In (critical lens) To Kill a Mockingbird the reader learns the "unpopular truth" with a young girl. Scout resembles this idea ~~because~~ because before the trial she didn't understand racism and prejudice and she would often make fun of Boo Radley with Jem and their friend Dill. This "bliss" was taken away



the moment Atticus began defending Tom Robinson.

It is clear to the reader and Scout that there is cruelty and ignorance in this world, and that to a child, to anyone, is a hard thing to realize.

Another novel that directly relates to the critical lens quite is Night by Elie Wiesel. This memoir of Wiesel's life takes place during the holocaust in a concentration camp. The setting alone is an unpopular truth to society, the idea that people could treat others in a way that equates them to nothing more than a number is disgusting. To call Wiesel's experiences through the novel as "unpopular" would be an understatement. Elie Wiesel faced many ~~and~~ conflicts throughout the memoir, ones that forced him, as well as the reader, to see the inhuman way people were treated by the Nazi's in the camps. One of the hardest times for Wiesel and the saddest for the reader to read was when his father died, the two of them had made it so far together and just as it was about to end he died. This was not only devastating but it is one of the most "unpopular truths" in life; death. Although Elie struggled more without his father he persevered and at the very end, looking in a mirror, Wiesel saw the truth. He had changed, starved and worked to the bone, he couldn't recognize himself. Wiesel survived the camp but he changed from the boy who had entered the camp, his innocence and childhood was ripped away from him. Wiesel learned the lesson ~~at the end of the book~~ that we all must learn, the world

is far from perfect.

In both of these novels the reader sees the innocence of both young narrators be tossed. Harper Lee's *To Kill a Mockingbird* and Elie Wiesel's *Night* both portray the critical lens quote. Adlai E. Stevenson said it perfectly "the truth is often unpopular," however the truth is something everyone must learn. It is much easier to live life with closed eyes, to hide away from reality, but that's not possible. One must learn the truth that the world is not perfect, and sometimes it is cruel and even evil, but we can not shy away from it forever because it's too hard to face.

**Anchor Level 5 – C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a thoughtful interpretation of the critical lens that clearly establishes the criteria for analysis, stating that <i>it is hard to hear the truth sometimes because it often leads to the realization that life isn't perfect</i>. The response uses the criteria to make a clear and reasoned analysis of <i>To Kill a Mockingbird</i> (<i>It is clear to the reader and Scout that there is cruelty and ignorance in this world, and that ... is a hard thing to realize</i>), and <i>Night</i> (<i>Wiesel learned the lesson that we all must learn, the world is far from perfect</i>).</p>
<b>Development</b>	<p>Develops ideas clearly and consistently, with reference to relevant and specific evidence from both texts to discuss how truth reveals life's imperfections for <i>To Kill a Mockingbird</i> (<i>before the trial Scout didn't understand racism and prejudice and she would often make fun of Boo Radley ... This "bliss" was taken away the moment Atticus began defending Tom Robinson</i>) and <i>Night</i> (<i>One of the hardest times for Wiesel ... was when his father died ... This was not only devastating but it is one of the most "unpopular truths" in life; death</i>). The response incorporates the literary elements of theme, setting, characterization, and conflict (<i>The setting of the story relates to the critical lens because at that time in the South, there was racism and prejudice and Elie Wiesel faced many conflicts ... ones that forced him ... to see the inhuman way people were treated by the Nazi's</i>) into the discussion.</p>
<b>Organization</b>	<p>Maintains the focus established by the critical lens on the idea that <i>one must learn the truth that the world is not perfect</i>. The response exhibits a logical sequence of ideas, beginning with the interpretation of the lens, then presenting separate paragraphs for each work to illustrate characters in situations that forced them to become aware of life's imperfections, and closing with a reiteration of the lens. The response uses appropriate devices and transitions (<i>These two themes, Another novel, Although Elie struggled more</i>).</p>
<b>Language Use</b>	<p>Uses language that is fluent and original (<i>To call Wiesel's experiences through the novel as "unpopular" would be an understatement and starved and worked to the bone, he couldn't recognize himself</i>), with evident awareness of audience and purpose (<i>but we can not shy away from truth forever because it's too hard to face</i>). The response varies structure and length of sentences to control rhythm and pacing (<i>When Scout's father, Atticus, was asked to defend Tom Robinson, a black man accused of raping a white woman, Scout began to see the truth, the evil truth</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>reaccuring, consentration, sadest</i>) and punctuation (<i>mockingbird, to; Robinson along; end he</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 5, although it is somewhat weaker in conventions.</p>	

"The truth is, often unpopular" is a valid quote by Odell E. Stevenson. People who have dreams, sometimes have a hard time accepting reality, and the truth in some situations. The Great Gatsby, by F. Scott Fitzgerald and Death of a Salesman, by Arthur Miller both have characters who do this.

In The Great Gatsby, Jay Gatsby is a wealthy man. He lives among the super wealthy people on Long Island during the carefree 1920's. The author uses this setting to show why Gatsby pursues Daisy Buchanan. She is a super wealthy girl who lives across the bay from him. Gatsby knew Daisy since he was a soldier in World War I and they had a relationship until Gatsby was shipped off to war. When Gatsby came back Daisy was gone. He found out that Daisy had married another super wealthy man named Tom Buchanan. Gatsby still pursues Daisy because he sees her as his way into the upper class even though she was now married and had a daughter. Gatsby also could not accept the fact that he was what people called "new money" which meant he had to work to get his fortune, but Daisy was "old" money which meant she inherited her wealth. The author characterizes Gatsby as a dreamer because he believes he can repeat

the past.

Another character who lived in a dream world and refused to face reality was Willy Loman from *Death of a Salesman*. The setting is Brooklyn after World War II. Flashback is another literary element used by the author to develop the story in this play. Willy keeps going back to his earlier life and most of his flashbacks tie in to his present life. For example, Willy thought he was a good salesman but he was not very good at selling. For example, the Lomans never really had enough money. They always lived paycheck to paycheck. In the flashback scenes as well as in the present Linda, Willy's wife always had a list of what bills needed to be paid. There was never any extra money. Another example of Willy's dream world would be the dreams he had for his son, Biff. Willy wanted Biff to be a successful businessman like he thought he was but Willy encouraged the wrong values. Willy laughed when Biff "stole" a football from school, sent Biff to "take" lumber from the construction area across the street, and encouraged Biff to cheat on his math exam. Willy was more concerned with his son being popular. He is shocked when he learns that the adult Biff served six months in jail for stealing a suit. Willy

is characterized as another person who lives in the past.

Some people have a hard life. Gatsby and Willy are just two of many characters who can never accept the truth due to the author giving them past or present conflicts in their lives and their goals will never get achieved on what they want to accomplish.

Anchor Level 4 – A

Quality	Commentary
<b>Meaning</b>	<b>The response:</b> Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis ( <i>People who have dreams sometimes have a hard time accepting reality and the truth in some situations</i> ). The response makes implicit connections between the criteria and <i>The Great Gatsby</i> ( <i>The author characterizes Gatsby as a dreamer because he believes he can repeat the past</i> ) and <i>Death of a Salesman</i> ( <i>Willy is characterized as another person who lives in the past</i> ).
<b>Development</b>	Develops ideas clearly and consistently, with reference to relevant and specific evidence to support a discussion of characters who avoid the truth. The response gives examples from <i>The Great Gatsby</i> of Gatsby's refusal to accept that <i>Daisy had married another super wealthy man and had a daughter</i> , and from <i>Death of a Salesman</i> for Willie Loman's dream world ( <i>Willie thought he was a good salesman and the dreams he had for his son, Biff</i> ). The response incorporates the literary elements of setting, characterization, and flashback into the discussion.
<b>Organization</b>	Maintains a clear and appropriate focus on the idea that there are <i>characters who can never accept the truth</i> . The response exhibits a logical sequence of ideas, first interpreting and agreeing with the lens, then moving to a separate discussion of each character's attempts to avoid reality, and ending with a summary conclusion. Internal consistency is weakened by a shift in focus from Willy's avoiding the truth to the fact that <i>Willy was more concerned with his son being popular</i> and by the introduction of a new idea in the conclusion ( <i>past or present conflicts</i> ).
<b>Language Use</b>	Uses appropriate language, with some awareness of audience and purpose ( <i>The author uses this setting to show why Gatsby pursues Daisy Buchanan</i> ). The response occasionally makes effective use of sentence structure or length ( <i>Gatsby also could not accept the fact that he was what people called "new money" ... but Daisy ... inherited her wealth</i> ).
<b>Conventions</b>	Demonstrates partial control, exhibiting occasional errors in spelling ( <i>soldeir, earlyer, succesful</i> ), and punctuation ( <i>World War I and, When Gatsby came back Daisy, in the present Linda</i> ) and the use of vague pronoun references ( <i>like he thought he was</i> ) that do not hinder comprehension.
<b>Conclusion:</b> Overall, the response best fits the criteria for Level 4, although it is somewhat stronger in development.	

“... the truth is often unpopular”. These words expressed by Adlai E. Stevenson are intended to tell the reader that despite the <sup>morality</sup> ~~morally~~ and the <sup>credibility</sup> ~~reality~~ that exists behind truth it is unpopular or disregarded ~~because~~ perhaps because of their harsh reality or because they create problems. The validity of Stevenson's quote is ~~easily~~ clear in F. Scott's Fitzgerald's The Great Gatsby and Les Miserables by Victor Hugo. In F. Scott Fitzgerald's work we see the way in which a character's dissatisfying life ~~and idealized based one~~, ~~for~~ despite ~~fantasy~~ and the way ~~and the way~~ ~~create an~~ in which a character's harsh ~~past~~ leads him to avoid truthful past lead him to ~~gain~~ be looked down upon in a ~~new~~ town. by the beginning of the novel.

In The Great Gatsby ~~by~~ we meet a character whose life is simply a creation of his own imagination. The harsh truths of his life growing up lead him to create a very different persona. His humble life growing up does not see to satisfy Jay Gatsby and when he is exposed ~~even~~ to the slightest bit of luxury he vows to pursue this life and abandon the truthful paces of his past. One of the leading themes in The Great Gatsby that enforces the ideas expressed by Stevenson is the theme of idealism versus reality. The reality, ~~representative of truth~~, ~~is the~~, or truth, is what Jay Gatsby strives to conceal and escape. He creates a fantasy world

In Les Miserables, Victor Hugo opens by ~~letting us~~ introducing us to the character Jean Valjean whose troubled but truthful past seems to have a ~~be~~ tight bearing on ~~the~~ his effort to remedy mistakes. Upon entering the town of ~~D~~ Jean Valjean encounters the

antagonism and hostility of ~~his~~ the townspeople because of his yellow passport, the proof of his ~~past~~ ~~criminal~~ convict life. The truth ~~of~~ his past and his life as a whole seems to do nothing but ~~create~~ surface more adversity. ~~with~~ <sup>when</sup> Jean Valjean searches somewhere to spend the night two inns ~~close~~ ~~to~~ abruptly deny him service and when he ends up in a dog's kennel ~~even~~ he ~~get~~ gets thrown out as if he was the animal. Through ~~imaging~~ powerful imagery Hugo is able to show the reader the ~~advers~~ suffering that Valjean has to endure as the truth of his past keep ~~coming~~ surfacing in his journey for some acceptance and redemption. Unfortunately the rejection and hostility ~~that~~ that he receives ~~creates nothing~~ creates nothing but more reason for Valjean to conceal the truth. ~~and~~ ~~abandon~~



### Anchor Level 4 – B

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis, stating that <i>despite the morality and the credibility that exists behind truth it is unpopular or disregarded ... because of its harsh reality or it creates problems</i>. The response makes implicit connections between the criteria and <i>The Great Gatsby</i> (<i>In The Great Gatsby we meet a character whose life is simply a creation of his own imagination</i>) and <i>Les Miserables</i> (<i>Victor Hugo introduces us to ... Jean Valjean whose troubled but truthful past seem to have a tight bearing on his effort to remedy mistakes</i>).</p>
<b>Development</b>	<p>Develops some ideas more fully than others. The response uses specific and relevant evidence from <i>Les Miserables</i> to support a discussion about how the truth creates problems for Jean Valjean (<i>encounters the antagonism ... because of his yellow passport, two inns abruptly deny him service, he ends up in a dog's kennel</i>). The discussion of <i>The Great Gatsby</i> is more generally developed (<i>harsh truths of his life growing up and when he is exposed to the slightest bit of luxury</i>). The literary element of <i>imagery</i> is mentioned but is not developed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on negative perceptions of truth. The response exhibits a logical sequence of ideas, first stating and agreeing with the lens and establishing the consequences of truth in the introduction (<i>harsh reality and problems</i>), followed by a discussion of the harsh realities Gatsby faced and a separate discussion of the problems Valjean encountered. Internal consistency is weakened by the lack of a conclusion.</p>
<b>Language Use</b>	<p>Uses appropriate language that is sometimes inexact (<i>see</i> for “seem” and <i>paces</i> for “places”), with some awareness of audience (<i>In F. Scott Fitzgerald's work we see</i>) and purpose (<i>The validity of Stevenson's quote is clear</i>). The response occasionally makes effective use of sentence structure or length (<i>One of the leading themes in The Great Gatsby that enforces the ideas expressed by Stevenson is the theme of idealism versus reality</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>slighest</i> and <i>charact</i>), punctuation (<i>truth it, Gatsby and when, night two</i>) and grammar (<i>morality and the credibility that exists, truth ... their ... they, past keep</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Overall, the response best fits the criteria for Level 4 in all qualities.</p>	

Adlai E. Stevenson stated that "...the truth is often unpopular...". In both ~~the~~ The Scarlet Letter ~~and~~ <sup>and</sup> ~~the~~ Things They Carried, this quote can be applied to the context of each novel. Based on the themes, figurative language, and setting of each book, the meaning of the quote can be ~~displayed~~ displayed.

The quote ~~is~~ "...the truth is often unpopular..." means that most of the time, the actual truth of something can be frowned upon or discouraged by other people. It implies that most of the time, people are more fascinated by something exaggerated or lacking validity than something that is the complete truth. Although I disagree with the quote and society's way, ~~I~~ I think that, in reality, that is true among people. Even though people should appreciate the truth, most of the time people would rather hear something that lacks truth and entertains them.

One novel that I think ~~relates to~~ <sup>relates to</sup> ~~shows~~ the quote is The Scarlet Letter. In this book, Hester Prynne is accused and found guilty of committing adultery. When the Puritan society where she lives discovers this truth, she is frowned ~~at~~ and looked down upon by everyone in her society. The truth of her actions makes her

unpopular among the people, and she becomes an outcast. The quote is also proven through ~~the~~ ~~character~~ Dimmesdale's character. He is associated with the church, so he has a difficult time accepting his sin. As he sees ~~how~~ how society treats Hester, he is scared that once he admits the truth to the people, he ~~is~~ too will become unpopular in society. Although Hester recognizes the fact that her action was out of love, the truth to the people ~~means~~ means nothing. They do not realize the strength of Hester to admit the truth, they only look down on her and criticize ~~her~~ her. The truth is unpopular.

Another novel that supports the idea of the quote is "The Things They Carried". ~~There~~ In this book, the main character, O'Brien, ~~explains~~ explains the difference between the war truth and the happening truth in each war story he tells. He explains that when soldiers tell war stories, they want you to feel every emotion that they felt ~~at~~ at that time. Therefore, they make up or exaggerate parts of stories or whole stories to create this effect. ~~O'Brien~~ O'Brien says that truth of some stories would not ~~make~~ make a good or interesting war story, or relating to the quote, it would be unpopular. ~~In~~ In this case, the truth is not as powerful as the war truth.

**Anchor Level 4 – C**

Quality	Commentary
<b>Meaning</b>	<p><b>The response:</b> Provides a reasonable interpretation of the critical lens that establishes the criteria for analysis (<i>Even though people should appreciate the truth, most of the time people would rather hear something that lacks truth and entertains them</i>). The response makes implicit connections between the criteria and <i>The Scarlet Letter</i> (<i>Although Hester recognizes the fact that her action was out of love, the truth to the people means nothing</i>) and <i>The Things They Carried</i> (<i>O'Brien says that truth of some stories would not make a good or interesting war story</i>).</p>
<b>Development</b>	<p>Develops ideas briefly, using some evidence from <i>The Scarlet Letter</i> to explain why Hester Prynne is <i>looked down upon by everyone in her society (accused and found guilty of committing adultery)</i> but the discussion of <i>Dimmesdale's character</i> is vague (<i>his sin</i>). The response thereafter lapses into plot summary, including a general discussion of <i>The Things They Carried</i>. While the literary elements of theme, figurative language, and setting are mentioned in the introduction, only setting is addressed.</p>
<b>Organization</b>	<p>Maintains a clear and appropriate focus on the fact that people prefer not to hear the truth. The response exhibits a logical sequence of ideas, first interpreting the lens, and then discussing how it applies to characters in both <i>The Scarlet Letter</i> (<i>Dimmesdale is scared that once he admits the truth to the people, he too will become unpopular in society</i>) and <i>The Things They Carried</i> (<i>Therefore, they make up or exaggerate parts of stories to create this effect</i>). Internal consistency is affected by the lack of a concluding paragraph.</p>
<b>Language Use</b>	<p>Uses appropriate language (<i>The truth of her actions makes her unpopular among the people, and she becomes an outcast</i>), with some awareness of audience and purpose (<i>One novel that I think relates to the quote is <u>The Scarlet Letter</u></i>). The response occasionally makes effective use of sentence structure or length (<i>He explains that when soldiers tell war stories, they want you to feel every emotion that they felt at that time</i>).</p>
<b>Conventions</b>	<p>Demonstrates partial control, exhibiting occasional errors in spelling (<i>commiting</i>) and punctuation (<i>unpopular ..."; he too will; truth, they</i>) that do not hinder comprehension.</p>
<p><b>Conclusion:</b> Although the response best fits the criteria for Level 4, it is somewhat weaker in development.</p>	