

*ZB* **Zaner-Bloser**  
**NEXT GENERATION ASSESSMENT PRACTICE**  
English Language Arts / Literacy

**Student Edition**

**Grade 7**  
Argument

Name \_\_\_\_\_

Date \_\_\_\_\_

## **PART I: Close Reading**

### **Your Task**

You will examine three sources about living and working conditions and personal rights. Then you will answer three questions about what you have learned. Later, in Part 2, you will write an argument essay about upholding personal rights.

### **Steps to Follow**

In order to plan and write your argument essay, you will do all of the following:

1. Examine three sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

### **Directions for Beginning**

You will have 35 minutes to complete Part I. You will now examine three sources.

Take notes because you may want to refer to your notes while writing your essay.

You can re-examine any of the sources as often as you like. Answer the questions in the spaces provided.

From  
**The Narrative of Frederick Douglass**  
Chapter 2

Colonel Lloyd kept from three to four hundred slaves on his home plantation, and owned a large number more on the neighboring farms belonging to him. The names of the farms nearest to the home plantation were Wye Town and New Design. "Wye Town" was under the overseership of a man named Noah Willis. New Design was under the overseership of a Mr. Townsend. The overseers of these, and all the rest of the farms, numbering over twenty, received advice and direction from the managers of the home plantation. This was the great business place. It was the seat of government for the whole twenty farms. All disputes among the overseers were settled here. If a slave was convicted of any high misdemeanor, became unmanageable, or evinced a determination to run away, he was brought immediately here, severely whipped, put on board the sloop, carried to Baltimore, and sold to Austin Woolfolk, or some other slave-trader, as a warning to the slaves remaining.

Here, too, the slaves of all the other farms received their monthly allowance of food, and their yearly clothing. The men and women slaves received, as their monthly allowance

of food, eight pounds of pork, or its equivalent in fish, and one bushel of corn meal. Their yearly clothing consisted of two coarse linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance of the slave children was given to their mothers, or the old women having the care of them. The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day. Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year.

There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great privation. They find less difficulty from the want of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their

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washing, mending, and cooking to do, and having few or none of the ordinary facilities for doing either of these, very many of their sleeping hours are consumed in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed,—the cold, damp floor,—each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this, all must rise, and be off to the field. There must be no halting; everyone must be at his or her post; and woe betides them who hear not this morning summons to the field;

for if they are not awakened by the sense of hearing, they are by the sense of feeling: no age nor sex finds any favor. Mr. Severe, the overseer, used to stand by the door of the quarter, armed with a large hickory stick and heavy cowskin, ready to whip anyone who was so unfortunate as not to hear, or, from any other cause, was prevented from being ready to start for the field at the sound of the horn.

*From Narrative of the Life of Frederick Douglass, An American Slave by Frederick Douglass. Copyright © 1845. Published at The Anti-Slavery Office, No. 25 Cornhill, Boston. Public domain.*

What evidence does Frederick Douglass present that shows how the slaves felt about their living conditions? Cite three details from the text to thoroughly support your answer.

Click the image to watch the video.



Based on the evidence in the video, how would you describe the working life of migrant workers? Identify three details from the video to support your answer.

From  
**The Government Class Book**  
Chapter 2

A *right* means ownership, or the just claim or lawful title which a person has to anything. What we have acquired by honest labor, or other lawful means, is rightfully our own; and we are justly entitled to the free use and enjoyment of it. We have a right also to be free in our actions. We may go where we please, and do what ever we think necessary for our own safety and happiness; provided we do not trespass upon the rights of others; for it must be remembered that others have the same rights as ourselves.

The rights here mentioned are *natural* rights. They are so called because they are ours by nature or by birth; and they cannot be justly taken from us or alienated. Hence they are also called *inalienable*. We may, however, forfeit them by some offense or crime. If, for example, a man is fined for breaking a law, he loses his right to the money he is obliged to pay. By stealing, he forfeits his liberty, and may be justly imprisoned. By committing murder, he forfeits his right to life, and may be hanged.

Rights are also called personal, political, civil, and religious. *Personal rights*, or the *rights of persons*, are rights

belonging to persons as individuals, and consist of the right of *personal security*, or the right to be secure from injury to our bodies, or persons, or our good names; the right of *personal liberty*, or the liberty of moving, acting, or speaking without unjust restraint; and the *right of property*, or the right to acquire and enjoy property. The terms *rights of person* and *rights of persons*, or *personal rights*, have not the same meaning. The rights of person, as the term is generally used, does not include the right of property; personal rights include both the right of property and the rights of person.

*Political rights* are those which belong to the people in their political capacity. The word *political*, in a general sense, relates to government. The whole body of the people united under one government, is called the political body, or body politic. The right of the people to choose and establish for themselves a form of government, or constitution, and the right to elect persons to make and execute the laws, are political rights. The right of voting at elections is therefore a political right.

*Civil rights* are those which are secured to the citizens by the laws of the state. Some make no distinction between civil

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rights and political rights. In a proper sense--that in which the terms are here used--there is this difference: political rights are those secured by the political or fundamental law, called the constitution; civil rights are more properly those which are secured by the civil or municipal laws. The difference will more clearly appear from the definition elsewhere given of the political and civil laws.

*Religious rights* consist in the right of a man to make known and maintain his religious opinions, and to worship God in that way and manner which he believes in his conscience to be most acceptable to his Maker. This right is called also the *right of conscience*. But in exercising this right, a man may not abuse it by violating the rights of others, or disturbing the

peace and order of society.

Now, although human rights are thus divided into classes and differently defined, they are all natural rights. It is generally held in this country as a truth, that "all men are created equal;" that is, born with the same rights. And if men, as social and moral beings, are fitted by *nature* and designed for government and laws, we conclude that their political, civil, and religious rights, and all other rights to which they are entitled by the law of nature, are natural rights.

From *The Government Class Book*, by Andrew W. Young.  
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Miller. Public domain.

Using information from the text and context clues, define *inalienable*, *personal rights*, and *unjust restraint*.

## PART 2: Writing to Multiple Sources

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part I, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored; then begin your work.

### Your Assignment

You are preparing for a debate about personal rights. One team is going to argue that the living and working conditions for slaves and migrant workers were acceptable and not a violation of their personal rights. The other team is going to argue that the working and living conditions were unacceptable and did violate their personal rights. Your assignment is to choose a position and write an argument essay. Support your position with information from the sources you have examined. The audience for your essay will be the teachers and students in your school.

### Argument Essay Scoring

Your essay will be scored on the following criteria:

- I. Statement of purpose/focus and organization—How well did you clearly state your claim on the topic and maintain your focus? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the essay?

Continued 

**Argument Essay Scoring** (continued)

2. Elaboration of evidence—How well did you provide evidence from the sources to support your opinions? How well did you elaborate with specific information from the sources you reviewed? How well did you effectively express ideas using precise language that was appropriate for your audience and purpose?
3. Conventions—How well did you follow the rules of usage, punctuation, capitalization, and spelling?

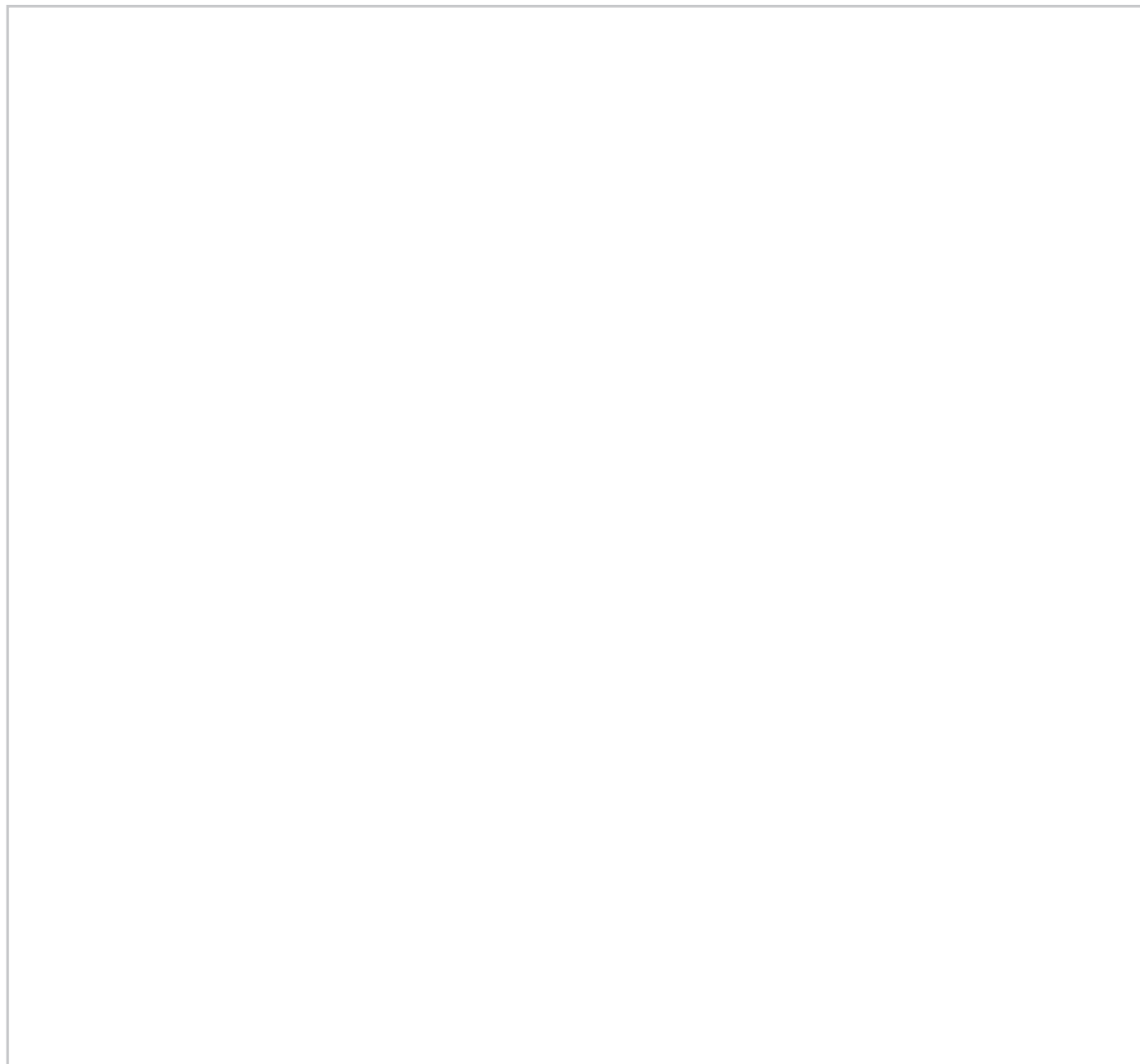
Now begin work on your argument essay. Manage your time carefully so that you can:

- plan your essay.
- write your essay.
- revise and edit for a final draft.

Spell check is available to use.

Type your response in the space provided on the following page. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

Type your response below.



Go to the next  
page if you need  
more space.



**Continue your response below.**

