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2. The following is a passage from the introduction to David Treuer's 2012 nonfiction book *Rez Life: An Indian's Journey Through Reservation Life*. Treuer is a member of the Leech Lake Band of Ojibwe, a tribal nation in Minnesota. In *Rez Life*, Treuer draws on research and personal experience to explore the history of reservations and the issues that affect Native Americans who live on them today. A reservation is an area of land governed by a tribal nation in what is now the United States. Read the passage carefully. Write an essay that analyzes the rhetorical choices Treuer makes to develop his argument about the contributions that Native Americans and their communities have made to the United States.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

- Par 1 [T]he sign reads: WELCOME TO THE LEECH LAKE INDIAN RESERVATION HOME OF THE LEECH LAKE BAND OF OJIBWE PLEASE KEEP OUR ENVIRONMENT CLEAN, PROTECT OUR NATURAL RESOURCES NO SPECIAL LICENCES REQUIRED FOR HUNTING, FISHING, OR TRAPPING.
- 2 If you're driving—as since this is America is most likely the case—the sign is soon behind you and soon forgotten. However, something is different about life on one side of it and life on the other. It's just hard to say exactly what. The landscape is unchanged. The same pines, and the same swamps, hay fields, and jeweled lakes dropped here and there among the trees, exist on both sides of the sign. The houses don't look all that different, perhaps a little smaller, a little more ramshackle. The children playing by the road do look different, though. Darker. The cars, most of them, seem older. And perhaps something else is different, too.
- 3 You can see these kinds of signs all over America. There are roughly 310 Indian reservations in the United States, though the Bureau of Indian Affairs (BIA) doesn't have a sure count of how many reservations there are (this might say something about the BIA, or it might say something about the nature of reservations). Not all of the 564 federally recognized tribes in the United States have reservations. Some Indians don't have reservations, but all reservations have Indians, and all reservations have signs. There are tribal areas in Brazil, Afghanistan, and Pakistan, among many other countries. But reservations as we know them are, with the exception of Canada, unique to America. You can see these signs in more than thirty of the states, but most of them are clustered in the last places to be permanently settled by Europeans: the Great Plains, the Southwest, the Northwest, and along the Canadian border stretching from Montana to New York. You can see them in the middle of the desert, among the strewn rocks of the Badlands, in the suburbs of Green Bay, and within the misty spray of Niagara Falls. Some of the reservations that these signs announce are huge. There are twelve reservations in the United States bigger than the state of Rhode Island. Nine reservations are larger than Delaware (named after a tribe that was pushed from the region). Some reservations are so small that the sign itself seems larger than the land it denotes. Most reservations are poor. A few have become wealthy. In 2007 the Seminole bought the Hard Rock Café franchise. The Oneida of Wisconsin

helped renovate Lambeau Field in Green Bay. And whenever Brett Favre<sup>1</sup> (who claims Chickasaw blood) scored a touchdown there as a Packer, a Jet, or a Minnesota Viking, he did it under Oneida lights cheered on by fans sitting on Oneida bleachers, not far from the Oneida Nation itself.

- 4 Indian reservations, and those of us who live on them, are as American as apple pie, baseball, and muscle cars. Unlike apple pie, however, Indians contributed to the birth of America itself. The Oneida were allies of the Revolutionary Army who fed U.S. troops at Valley Forge and helped defeat the British in New York, and the Iroquois Confederacy served as one of the many models for the American constitution. Marx and Engels<sup>2</sup> also cribbed from the Iroquois as they developed their theories of communism. Indians have been disproportionately involved in every war America has fought since its first, including one we're fighting now: on July 27, 2007, the last soldiers of Able Company 2nd-136th Combined Arms battalion returned home to Bemidji, Minnesota, after serving twenty-two months of combat duty in Iraq. At the time Able Company was the most deployed company in the history of the Iraq War and was also deployed in Afghanistan and Bosnia. Some of the members of Able Company are Indians from reservations in northern Minnesota.
- 5 Despite how *involved* in America's business Indians have been, most people will go a lifetime without ever knowing an Indian or spending any time on an Indian reservation. Indian land makes up 2.3 percent of the land in the United States. We number slightly over 2 million (up significantly from not quite 240,000 in 1900). It is pretty easy to avoid us and our reservations. Yet Americans are captivated by Indians. Indians are part of the story that America tells itself, from the first Thanksgiving to the Boston Tea Party up through Crazy Horse, the Battle of the Little Bighorn, and Custer's Last Stand.

1: professional football player who was a quarterback in the National Football League

2: Karl Marx and Friedrich Engels, nineteenth-century German philosophers who cowrote *The Communist Manifesto*

3. In a 2022 interview with *People* magazine promoting her program to empower young girls through sport, professional tennis player and mental health advocate Naomi Osaka said: “For me, the biggest lesson I’ve learned is to try to be present in each moment. It’s easy to lose sight of how far you’ve come, but I’ve been prioritizing trying to live in the moment and enjoy the journey.”

Write an essay that argues your position on the extent to which Osaka’s claim about embracing the present moment is valid.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

**STOP**  
**END OF EXAM**

## Rhetorical Analysis

6 points

The following is a passage from the introduction to David Treuer’s 2012 nonfiction book *Rez Life: An Indian’s Journey Through Reservation Life*. Treuer is a member of the Leech Lake Band of Ojibwe, a tribal nation in Minnesota. In *Rez Life*, Treuer draws on research and personal experience to explore the history of reservations and the issues that affect Native Americans who live on them today. A reservation is an area of land governed by a tribal nation in what is now the United States. Read the passage carefully. Write an essay that analyzes the rhetorical choices Treuer makes to develop his argument about the contributions that Native Americans and their communities have made to the United States.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis</b> <b>(0–1 points)</b>	<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Fail to address the rhetorical choices the writer of the passage makes.</li> <li>• Describe or repeat the passage rather than making a claim that requires a defense.</li> </ul> <b>Examples that do not earn this point:</b> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>• “<i>In his book Rez Life: An Indian’s Journey Through Reservation Life, Treuer uses a variety of rhetorical strategies to make his point about the contributions of Native Americans.</i>”</li> </ul> <p><b>Make a claim but do not address the writer’s rhetorical choices</b></p> <ul style="list-style-type: none"> <li>• “<i>Treuer’s main point is that although most people are not familiar with Indian reservations or Native Americans’ contributions to American society, Native Americans have played a key role in the nation’s history.</i>”</li> </ul> <p><b>Repeat provided information from the passage</b></p> <ul style="list-style-type: none"> <li>• “<i>Indian reservations can be found all over the United States, and Native Americans have participated in every war America has been involved in.</i>”</li> </ul>		<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Respond to the prompt rather than restating or rephrasing the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Treuer makes to develop his argument about the contributions that Native Americans and their communities have made to the United States.</li> </ul> <b>Examples that earn this point:</b> <p><b>Present a defensible thesis that analyzes the writer’s rhetorical choices</b></p> <ul style="list-style-type: none"> <li>• “<i>In this passage, Treuer uses interesting facts about Native Americans to show that they have made significant contributions.</i>”</li> <li>• “<i>Using rhetorical strategies such as contrast and a humorous yet slightly ironic tone, Treuer calls attention to the fact that Native Americans and Indian reservations are ‘as American as apple pie.’</i>”</li> <li>• “<i>In the introduction to his 2012 book, Rez Life: An Indian’s Journey Through Reservation Life, Treuer describes the history of Native Americans and then focuses on their contributions. By combining historical examples with engaging contemporary examples, he shows they are an integral part of US society and history.</i>”</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>• The thesis may be anywhere within the response.</li> <li>• For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point.</li> <li>• The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point.</li> <li>• A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>		

Reporting Category	Scoring Criteria				
<b>Row B Evidence AND Commentary (0–4 points)</b>	<b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	<b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general.  <b>AND</b> <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student's argument.	<b>2 points</b> <b>EVIDENCE:</b> Provides some specific, relevant evidence.  <b>AND</b> <b>COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	<b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b> <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.  <b>AND</b> Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.	<b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b> <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.  <b>AND</b> Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.
<b>Decision Rules and Scoring Notes</b>					
<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<b>Typical responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Tend to focus on summary or description of a passage rather than specific details or techniques.</li> <li>Mention rhetorical choices with little or no explanation.</li> </ul>	<b>Typical responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.</li> <li>May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.</li> </ul>	<b>Typical responses that earn 3 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the passage to build an argument.</li> <li>Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<b>Typical responses that earn 4 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the passage to build an argument.</li> <li>Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> <li>Explain how the writer's use of rhetorical choices contributes to the student's interpretation of the passage.</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> <li>To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage.</li> </ul>					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where ...</i>” OR “<i>Since the beginning of time ...</i>”).</li> <li>Only hint at or suggest other arguments (“<i>While some may argue that ...</i>” OR “<i>Some people say ...</i>”).</li> <li>Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.</li> <li>Oversimplify complexities in the text.</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance their analysis.</li> </ul>		<b>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</b> <ol style="list-style-type: none"> <li>Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation).</li> <li>Explaining a purpose or function of the passage’s complexities or tensions.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference.</li> </ul>		