Kentucky Summative Assessments

Kentucky Department of Education

Our Children, Our Commonwealth

Grade11 On Demand Writing
Released Prompt
2023

Directions: Read the passages and answer the following question.

from The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero

by Mark D. White

1   In the Marvel Universe, Captain America is widely held to be a role model, not just for his fellow heroes but for regular people as well: as Cap thought to himself once, when pondering his various roles and responsibilities, "being Captain America is about setting an example." . . .

2   . . . I'm not claiming merely that Cap serves in this capacity in the Marvel Universe, but that he can also do the same for us in the real world. But there are several ways in which these two cases are different, because while Cap may be "real" to his fellow characters in the comics, movies, and animated series, he's a fictional character to us. This raises interesting issues—not only with Captain America, but with fictional characters in general, whether they be Buffy Summers, Sherlock Holmes, or the heroes of ancient mythology.

3   There are three issues I want to explore. . . .

  1) *Fictional characters are simply not real.* At its most basic, it may seem odd to claim that Captain America can be a role model for people in the real world when he's not real himself.

  2) *Fictional characters can be perfect and we can't.* Writers can easily make a fictional character like Captain America perfect rather than flawed. If they do, doesn't this make him even more unrealistic and inappropriate as a role model?

  3) *Fictional characters can be depicted inconsistently over the years by different writers.* Since Cap has been around since 1941—or 1964 in his "modern" form—and has been written by dozens of different writers in that time, is his characterization over the last fifty years consistent enough to use as an example of ethical behavior? . . .

Can a Fictional Character Be a Moral Exemplar?

4   . . . With historical and living people, we have evidence of their achievements and how they reached them, whether through movies, books, or stories passed down orally through time, and we say, "I want to be like her" or "he's the kind of person I want to be." We draw something from their lives that inspires us to emulate them, especially the character traits that helped them achieve their goals and affect the world in some positive way.

5   Fictional characters cannot directly change the world through their actions or behavior, of course, so they cannot inspire in exactly the same way as historical or living real-world figures.

GO ON▶

But they can still model positive character traits such as honesty, courage, and wisdom—which means more if the actions resulting from these virtues have consequences, even if only in their fictional worlds. For example, superheroes display courage—especially those like Captain America who have no fantastic superpowers—which results in defeating villains and saving lives, often at the expense of their own well-being. On the other side of the coin, when a hero fails to show courage, the villain escapes and people are hurt, both negative consequences that are just as instructive. The best comic-book writers, in my opinion, are the ones who make these connections most explicit, which is often the case in the stories of Captain America just as they were in classical mythology, which were told to children to teach them moral lessons (and to which modern superhero comics are often compared). Of course, many superheroes use fantastic powers or magic in the fight against evil, which we would have a hard time emulating! But at the heart of these stories we find heroism, bravery, and sacrifice, all virtues that we can adopt and practice.

White, M. D. (2014). *The virtues of Captain America: Modern-day lessons on character from a World War II superhero*. United Kingdom: John Wiley & Sons, Inc.

GO ON ▶

WR914044353

Directions: Read the passages and answer the following question.

from "Superheroes, Please, Not Positive Role Models"

by Tom Chivers

1   The debate about violence in the media has reared its head again, with an American psychologist, Dr. Sharon Lamb, claiming that modern-day superheroes such as Iron Man are far worse role models than their 20th-century predecessors.

2   "Today's superhero is too much like an action hero who participates in non-stop violence. He's aggressive, sarcastic and rarely speaks to the virtue of doing good for humanity," she says. . . .

3   Does media violence encourage the real thing? And are modern superheroes any worse than their ancestors? The first question is difficult to answer, and really one for behavioural scientists, not journalists. A 2008 meta-analysis on the subject in the journal *Criminal Justice and Behavior*, which looked at the results of several earlier studies, found no link, but the findings were uncertain and further studies have said otherwise. It is open for debate.

4   But Dr. Lamb seems to be wrong even on her own terms. For a start, Iron Man is hardly "today's superhero." Certainly, the film only came out in 2008, but Stan Lee developed the character in 1963. . . .

5   In fact, most of the superheroes Dr. Lamb decries are simply movie versions of old comic books. . . .

6   Dr. Lamb's research was based on surveying boys between four and 18 to find out what they read and watched. Unfortunately, she doesn't seem to have surveyed many boys between 19 and 85 to see what they used to read and watch, as well. She might have found that, apart from better special effects, not much has changed. Besides, who goes to the cinema for a "good influence" anyway?

Chivers, T. (2010, August 17). Superheroes, please, not positive role models. *The Telegraph*. Retrieved from https://www.telegraph.co.uk

GO ON▶

WR914050745

Directions: Read the passages and answer the following question.

from "It Turns Out We've Been Rooting for the Wrong Guys in Superhero Movies All This Time: Everything We Thought We Knew Is Wrong"

by Tom Victor

1 There's a generally accepted rule that heroes = good and villains = bad, which carries an inherent logic, but a new study has effectively said "wait, not so fast."

2 As CNN reports, a new study presented at the American Academy of Pediatrics National Conference and Exhibition looked at the behaviour of heroes and villains in 10 superhero films from 2015 and 2016 and came to a surprising conclusion.

3 "We actually found the protagonists were performing a greater amount of violence per hour than the antagonists," said researcher John Muller, a medical student at Penn State College of Medicine.

4 "Protagonists were performing 22.7 violent events per hour, while the antagonists, or bad guys, were performing 17.5 events per hour." . . .

5 Overall . . . it might be time to rethink our priorities. Or, at the very least, stop copying superheroes in day-to-day life. And that includes shooting webs from your wrists or getting changed in phone boxes.

Victor, T. (2018, November 2). It turns out we've been rooting for the wrong guys in superhero movies all this time: Everything we thought we knew is wrong. *ShortList.* Retrieved from https://www.shortlist.com/news/ superhero-villains-heroes-violence-study-films-avengers-batman

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Directions: Read the passages and answer the following question.

Analysis of "Good Guy" (the Superhero) vs. "Bad Guy" (the Villain) Violence in 10 Superhero-based Films Released in 2015–2016

- 23 acts of violence per hour (average over films) for the superheroes
- 18 acts of violence per hour (average over films) for the villains
- 34 acts of violence per hour (superhero and villain combined) were associated with male characters
- 7 acts of violence per hour (superhero and villain combined) were associated with female characters
- Most common act of violence among superheroes = fighting (1,021 total acts)
- All other acts of violence combined = (1,170 acts)
- Most common act of violence among villains = use of a lethal weapon (604 total acts)
- All other acts of violence combined = (1,120 acts)

American Academy of Pediatrics [AAP]. (2018). *Violence depicted in superhero-based films stratified by protagonist/antagonist and gender* [national conference presentation]. Retrieved from www.aap.org/en-us/about-the-aap/aap-press-room/Pages/Good-Guys-in-Superhero-Films-More-Violent-than-Villians.aspx

Source: American Acadamy of Pediatrics

GO ON▶

1

WR914052116

On-Demand Writing Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Evaluating Superheroes

Write a well-organized essay arguing whether superheroes should serve as role models for people in the real world. Support your argument with evidence from the texts.

STOP ■

Item: WR914052116#SCORE_TRAIT_CC **Standard:** C.11-12, C.11-12.1 **Item Type:** ER
Book Question Number: 1 **Passage Type:** Argumentative **Trait:** Clarity and Coherence

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1(%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
All Students	**12,365**	53.7%	4.30	5%	0%	16%	7%	27%	13%	22%	6%	4%
Gender												
Female	**5,893**	59.3%	4.74	2%	0%	11%	7%	26%	15%	28%	7%	5%
Male	**6,472**	48.7%	3.90	8%	0%	20%	8%	28%	11%	17%	4%	3%
Ethnicity												
African American	**1,255**	44.5%	3.56	8%	0%	25%	11%	29%	11%	13%	3%	1%
American Indian or Alaska Native	**17**	45.6%	3.65	6%	0%	29%	6%	29%	12%	12%	6%	0%
Asian	**275**	63.0%	5.04	4%	0%	10%	4%	19%	14%	31%	9%	10%
Hispanic or Latino	**1,079**	47.2%	3.78	9%	0%	21%	10%	27%	11%	18%	3%	2%
Native Hawaiian or Pacific Islander	**17**	48.5%	3.88	6%	0%	12%	12%	41%	12%	18%	0%	0%
White (non-Hispanic)	**9,263**	55.6%	4.44	5%	0%	14%	7%	27%	13%	24%	6%	4%
Two or more races	**457**	52.6%	4.21	5%	0%	17%	8%	26%	14%	20%	5%	4%
Migrant	**49**	29.8%	2.39	24%	0%	35%	14%	14%	6%	4%	2%	0%
English Learner	**542**	32.3%	2.58	15%	0%	37%	16%	22%	6%	3%	0%	0%
Economically Disadvantaged	**6,750**	48.8%	3.91	6%	0%	20%	9%	29%	12%	17%	4%	2%
Students with Disabilities	**2,281**	34.6%	2.76	10%	0%	42%	15%	24%	5%	4%	1%	0%

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Item: WR914052116#SCORE_TRAIT_Counterclaims **Standard:** C.11-12, C.11-12.1   **Item Type:** ER
Book Question Number: 1   **Passage Type:** Argumentative   **Trait:** Counterclaims

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1(%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
All Students	**12,365**	43.0%	3.44	5%	0%	34%	17%	17%	11%	9%	4%	3%
Gender												
Female	**5,893**	47.4%	3.79	2%	0%	29%	18%	19%	13%	11%	5%	3%
Male	**6,472**	38.9%	3.12	8%	0%	40%	17%	15%	10%	7%	3%	2%
Ethnicity												
African American	**1,255**	35.1%	2.81	8%	0%	45%	18%	15%	8%	4%	2%	0%
American Indian or Alaska Native	**17**	33.1%	2.65	6%	0%	53%	12%	24%	6%	0%	0%	0%
Asian	**275**	52.6%	4.21	4%	0%	22%	13%	18%	15%	14%	7%	7%
Hispanic or Latino	**1,079**	37.5%	3.00	9%	0%	41%	18%	13%	10%	6%	2%	1%
Native Hawaiian or Pacific Islander	**17**	36.0%	2.88	6%	0%	29%	41%	12%	12%	0%	0%	0%
White (non-Hispanic)	**9,263**	44.5%	3.56	5%	0%	32%	17%	17%	12%	10%	4%	3%
Two or more races	**457**	41.7%	3.34	5%	0%	37%	19%	15%	9%	8%	3%	4%
Migrant	**49**	24.2%	1.94	24%	0%	49%	16%	6%	2%	2%	0%	0%
English Learner	**542**	25.2%	2.02	15%	0%	63%	13%	7%	2%	0%	0%	0%
Economically Disadvantaged	**6,750**	38.2%	3.06	6%	0%	42%	18%	16%	8%	6%	2%	1%
Students with Disabilities	**2,281**	27.5%	2.20	10%	0%	67%	13%	7%	2%	1%	0%	0%

Released Item Performance

Kentucky Summative Assessments

Item: WR914052116#SCORE_TRAIT_LC **Standard:** C.11-12, C.11-12.1 **Item Type:** ER
Book Question Number: 1 **Passage Type:** Argumentative **Trait:** Language Conventions

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1(%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
All Students	**12,365**	54.8%	4.38	5%	0%	12%	7%	29%	13%	23%	6%	4%
Gender												
Female	**5,893**	60.2%	4.82	2%	0%	8%	6%	28%	15%	28%	8%	5%
Male	**6,472**	49.9%	3.99	8%	0%	16%	9%	30%	12%	18%	4%	3%
Ethnicity												
African American	**1,255**	45.7%	3.66	8%	0%	20%	10%	33%	12%	13%	2%	1%
American Indian or Alaska Native	**17**	47.1%	3.76	6%	0%	18%	18%	35%	6%	12%	0%	6%
Asian	**275**	63.8%	5.10	4%	0%	8%	3%	21%	16%	28%	9%	11%
Hispanic or Latino	**1,079**	48.2%	3.86	9%	0%	17%	10%	31%	11%	18%	3%	2%
Native Hawaiian or Pacific Islander	**17**	48.5%	3.88	6%	0%	12%	18%	35%	6%	24%	0%	0%
White (non-Hispanic)	**9,263**	56.6%	4.53	5%	0%	11%	7%	29%	14%	24%	7%	4%
Two or more races	**457**	53.7%	4.30	5%	0%	13%	10%	30%	12%	21%	5%	4%
Migrant	**49**	32.1%	2.57	24%	0%	27%	18%	16%	6%	6%	0%	2%
English Learner	**542**	33.6%	2.69	15%	0%	32%	17%	27%	6%	2%	0%	0%
Economically Disadvantaged	**6,750**	49.8%	3.98	6%	0%	16%	10%	32%	12%	17%	4%	2%
Students with Disabilities	**2,281**	36.2%	2.89	10%	0%	35%	16%	30%	5%	4%	0%	0%

Item: WR914052116#SCORE_TRAIT_Organization **Standard:** C.11-12, C.11-12.1 **Item Type:** ER
Book Question Number: 1 **Passage Type:** Argumentative **Trait:** Organization

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1(%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
All Students	**12,365**	52.9%	4.23	5%	0%	19%	7%	23%	13%	22%	6%	4%
Gender												
Female	**5,893**	58.5%	4.68	2%	0%	14%	6%	23%	14%	27%	8%	5%
Male	**6,472**	47.7%	3.82	8%	0%	24%	8%	24%	11%	17%	4%	3%
Ethnicity												
African American	**1,255**	43.3%	3.46	8%	0%	30%	10%	25%	10%	13%	3%	1%
American Indian or Alaska Native	**17**	46.3%	3.71	6%	0%	29%	6%	29%	12%	12%	0%	6%
Asian	**275**	62.7%	5.01	4%	0%	11%	4%	17%	14%	29%	9%	11%
Hispanic or Latino	**1,079**	45.9%	3.67	9%	0%	27%	8%	25%	10%	17%	3%	2%
Native Hawaiian or Pacific Islander	**17**	48.5%	3.88	6%	0%	12%	12%	41%	12%	18%	0%	0%
White (non-Hispanic)	**9,263**	54.8%	4.38	5%	0%	17%	7%	23%	13%	24%	7%	4%
Two or more races	**457**	51.5%	4.12	5%	0%	23%	7%	21%	15%	19%	5%	4%
Migrant	**49**	28.1%	2.24	24%	0%	47%	4%	10%	8%	6%	0%	0%
English Learner	**542**	30.4%	2.43	15%	0%	47%	12%	18%	5%	3%	0%	0%
Economically Disadvantaged	**6,750**	47.7%	3.82	6%	0%	25%	9%	26%	12%	16%	4%	2%
Students with Disabilities	**2,281**	33.1%	2.65	10%	0%	49%	13%	19%	5%	4%	1%	0%

Item: WR914052116#SCORE_TRAIT_Sourcing **Standard:** C.11-12, C.11-12.1 **Item Type:** ER
Book Question Number: 1 **Passage Type:** Argumentative **Trait:** Sourcing

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1(%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
All Students	**12,365**	43.0%	3.44	5%	0%	41%	11%	14%	11%	11%	5%	3%
Gender												
Female	**5,893**	48.6%	3.89	2%	0%	33%	11%	16%	13%	15%	7%	3%
Male	**6,472**	37.8%	3.02	8%	0%	48%	11%	12%	9%	7%	3%	2%
Ethnicity												
African American	**1,255**	34.9%	2.79	8%	0%	52%	11%	14%	7%	5%	2%	1%
American Indian or Alaska Native	**17**	36.8%	2.94	6%	0%	53%	6%	24%	6%	0%	0%	6%
Asian	**275**	53.8%	4.30	4%	0%	25%	8%	16%	14%	19%	7%	7%
Hispanic or Latino	**1,079**	37.8%	3.02	9%	0%	45%	12%	13%	9%	9%	2%	1%
Native Hawaiian or Pacific Islander	**17**	36.8%	2.94	6%	0%	47%	12%	12%	24%	0%	0%	0%
White (non-Hispanic)	**9,263**	44.4%	3.55	5%	0%	39%	11%	14%	11%	12%	5%	3%
Two or more races	**457**	42.6%	3.41	5%	0%	43%	8%	15%	11%	9%	5%	3%
Migrant	**49**	23.7%	1.90	24%	0%	61%	2%	4%	4%	4%	0%	0%
English Learner	**542**	25.8%	2.06	15%	0%	63%	11%	7%	3%	1%	0%	0%
Economically Disadvantaged	**6,750**	38.2%	3.06	6%	0%	48%	11%	14%	8%	8%	3%	1%
Students with Disabilities	**2,281**	27.5%	2.20	10%	0%	69%	9%	8%	2%	1%	0%	0%

Item: WR914052116#SCORE_TRAIT_Support **Standard:** C.11-12, C.11-12.1 **Item Type:** ER
Book Question Number: 1 **Passage Type:** Argumentative **Trait:** Support

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages								
				Score 0 (%)	Score 1(%)	Score 2 (%)	Score 3 (%)	Score 4 (%)	Score 5 (%)	Score 6 (%)	Score 7 (%)	Score 8 (%)
All Students	**12,365**	50.7%	4.06	5%	0%	22%	8%	25%	13%	19%	5%	3%
Gender												
Female	**5,893**	56.1%	4.49	2%	0%	16%	7%	25%	15%	23%	7%	4%
Male	**6,472**	45.8%	3.66	8%	0%	27%	9%	24%	11%	15%	4%	3%
Ethnicity												
African American	**1,255**	41.5%	3.32	8%	0%	34%	9%	25%	10%	10%	2%	1%
American Indian or Alaska Native	**17**	43.4%	3.47	6%	0%	35%	0%	41%	6%	6%	0%	6%
Asian	**275**	60.5%	4.84	4%	0%	13%	5%	20%	13%	27%	10%	8%
Hispanic or Latino	**1,079**	44.0%	3.52	9%	0%	29%	10%	22%	12%	14%	3%	1%
Native Hawaiian or Pacific Islander	**17**	47.8%	3.82	6%	0%	18%	6%	41%	12%	18%	0%	0%
White (non-Hispanic)	**9,263**	52.5%	4.20	5%	0%	20%	8%	25%	13%	20%	6%	4%
Two or more races	**457**	49.3%	3.95	5%	0%	25%	8%	23%	15%	15%	4%	4%
Migrant	**49**	27.6%	2.20	24%	0%	49%	2%	12%	6%	6%	0%	0%
English Learner	**542**	29.1%	2.33	15%	0%	51%	11%	15%	4%	3%	0%	0%
Economically Disadvantaged	**6,750**	45.7%	3.66	6%	0%	28%	9%	26%	11%	14%	3%	2%
Students with Disabilities	**2,281**	31.6%	2.53	10%	0%	54%	11%	18%	4%	3%	0%	0%

KAS Argumentation Rubric--11th Grade On-Demand Writing

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Scoring Elements	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Clarity and Coherence	Makes claim(s) that may **lack** focus or be **unclear**. **Misses many or all** demands of the prompt.	Makes **general** claim(s) that address the prompt, but may have **lapses** in focus. **Attempts** to address **some** demands of the prompt.	Introduces and maintains **precise and knowledgeable claim(s)** and establishes the significance of those claim(s). Addresses **all** demands of the prompt.	**Thoroughly** introduces and maintains precise, knowledgeable claim(s) and **clearly** establishes the significance of the claim(s). **Thoroughly** addresses all demands of the prompt.
Counterclaims	Makes an **ineffective attempt or** makes **no attempt** to acknowledge opposing claims. Makes an **ineffective attempt or** makes **no attempt** to counter and/or refute opposing claims.	**Attempts** to acknowledge opposing claims, but **lacks** insight, interpretation or clarification. **Attempts** to counter and/or refute opposing claims.	**Acknowledges and distinguishes** claim(s) from alternate or opposing claims with insight, interpretation or clarification. **Counters and refutes** opposing claims.	**Skillfully** acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. **Thoroughly** counters and refutes opposing claims with **carefully selected evidence.**
Support	Includes **minimal or no purposeful** support of claim(s) and/or opposing claims with evidence. Provides **incomplete, inaccurate and/or irrelevant** explanations of evidence and ideas. Provides **minimal or unrelated** reasoning to support claim(s).	**Attempts** to support claim(s) and/or opposing claims with evidence. Provides **vague and/or general** explanations of evidence and ideas. Provides **vague and/or general** reasoning to support claim(s).	Develops claim(s) and/or opposing claims fairly and thoroughly with **logical reasoning and relevant evidence.** Provides **the most relevant** evidence to support claim(s) and opposing claims. Provides reasoning that **points out the strengths and limitations of claim(s)** and opposing claims.	**Fairly and thoroughly develops and supports** claim(s) and/or opposing claims with **insightful** reasoning and **carefully selected,** relevant evidence that **strengthens the argument.** Provides **thorough and effective explanations** of the most relevant evidence and ideas. Provides **complex** reasoning to **clarify** the strengths, limitations and/or **nuances** of claim(s) and opposing claims.
Sourcing	Uses **one or none** of the provided sources or **ineffectively** uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Cites **little or no** evidence. **Little or no** use of quotes and/or paraphrasing of details, examples and ideas.	Uses a minimum of two provided sources to **attempt** to support the claim(s) and/or opposing claims. **Inconsistently** cites evidence. **Attempts** to quote and/or paraphrase details, examples and ideas.	**Accurately and effectively** uses a minimum of two provided sources to support the claim(s) and/or opposing claims. **Effectively** cites evidence by quoting and/or paraphrasing details, examples and ideas.	Accurately and **skillfully** uses a minimum of two provided sources to support the claim(s) and/or opposing claims. **Consistently and thoroughly** cites evidence by quoting and/or paraphrasing details, examples and ideas.
Organization	Builds **minimal or no overall** structure for the argument. **Ineffectively** organizes claim(s), counterclaims, reasons and evidence, creating a lack of cohesion. Makes a **minimal attempt or** makes **no attempt** to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence. Provides a **weak conclusion or lacks a conclusion** to support the argument presented.	**Attempts** to build a structure for the argument. **Attempts to organize** claim(s), counterclaims, reasons and evidence, but contains **some lapses that disrupt the cohesion or are inappropriate for the context.** **Attempts** to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence, but they are **simple and infrequent.** Provides a **basic** conclusion or **concluding statement in an attempt** to support the argument presented.	Builds and **maintains a clear** structure to develop the argument. **Logically sequences** claim(s), counterclaims, reasons and evidence. Uses **effective** words, phrases and clauses as well as **varied syntax** to **link the major sections of the text, create cohesion and clarify the relationships** between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a **logical** concluding statement or section that follows from and supports the argument presented.	Builds and maintains a **sophisticated** structure to develop the argument. **Skillfully** sequences claim(s), counterclaims, reasons and evidence to **strengthen the argument.** **Consistently** uses **a variety** of effective words, phrases and clauses as well as varied syntax to create a **strong** cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a logical, **thorough** concluding statement or section that follows from and **clearly solidifies** the argument presented.
Language / Conventions	**Lacks or uses an inappropriate** formal tone or voice. **Lacks** a task appropriate writing style. Uses **simple or inappropriate** word choice. **Makes significant** errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **interfere** with understanding the writing.	**Uses a weak formal tone or voice and/or has lapses** in appropriate formal tone or voice. **Attempts** to establish a task appropriate writing style. **Attempts** to use appropriate word choice**.** Makes **frequent** errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **may interfere** with understanding the writing.	**Establishes and maintains** a formal tone or voice. **Establishes and maintains** a task appropriate writing style. **Effectively** uses appropriate word choice. **Effectively** uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with **minor** errors that **do not interfere** with understanding the writing.	**Consistently** establishes and maintains a **sophisticated** formal tone or voice. **Consistently** establishes and maintains a **sophisticated,** task appropriate writing style. **Consistently** uses **effective** and **varied** word choice. **Skillfully** uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with **few,** minor errors that do not interfere with understanding the writing.

Anchor Set

i think superheroes could be good role model but they could als be bad role models the reason i think they could be good role models would be because they are brave and strong you should always be brave and strong they teach you to face your fears no matter the outcome they teach you to stnd up for your self and to always have a voice whenit comes to getting things done the right way superheros do just about all of those things which would make them good people to look up to i really cant find any reason for them not t be good role model.

Anchor Paper 1
Score Points: 1,1,1,1,1,1

Clarity/Coherence: The response makes a general claim (i think superheroes could be good role model but they could als be bad role models the reason i think they could be good role models) and a contradictory claim (i really cant find any reason for them not t be good role model). **Score Point 1.**

Counterclaims: There is no attempt made to acknowledge or refute opposing claims. **Score Point 1.**

Support: The response includes only minimal purposeful support (i think they could be good role models would be because they are brave and strong you should always be brave and strong they teach you to face your fears no matter the outcome. . .). **Score Point 1.**

Sourcing: The writer does not attempt to use or cite information from the sources provided. **Score Point 1.**

Organization: There is no overall structure for the argument and there is little attempt to connect ideas and create cohesion. The response lacks a concluding statement. **Score Point 1.**

Language/Conventions: The response consists of a single run-on sentence that includes errors in spelling, capitalization, and punctuation which interfere with understanding. **Score Point 1.**

When I was a kid I wasnt in the best household but it wasn't the worst, there was no rolemodel for me in that house and because of that I found many rolemodels through movies, books, or even on Tv. Kids that grew up in similar situations as me often did the same thing, we watched and cheered on the underdogs because we often tried to see our selves as them, and even though they had some unrealistic qualities it didn't matter to us, all that mattered is that we were having fun and learing that cheating, or doing something bad wasn't the good thing to do, and yes we all tried to fly or do special moves, but thats what being a kid is. We have imaginations and we used them. Especially me.

Anchor Paper 2
Score Points: 1,1,1,1,1,2

Clarity/Coherence: The response makes a general claim (. . . I found many rolemodels through movies, books, or even on Tv) but misses many demands of the prompt by failing to provide an argumentative essay. **Score Point 1.**

Counterclaims: There is no attempt to explore opposing points of view. **Score Point 1.**

Support: The response includes only minimal support in a personal anecdote (even though they had some unrealistic qualities it didn't matter to us, all that mattered is that we were having fun and learing that cheating, or doing something bad wasn't the good thing to do, and yes we all tried to fly or do special moves, but thats what being a kid is). **Score Point 1.**

Sourcing: No evidence is cited in this response. **Score Point 1.**

Organization: There is no overall structure for the argument and there is little attempt to connect ideas and create cohesion. **Score Point 1.**

Language/Conventions: While there are errors with sentence formation, primarily comma splices, that may interfere with understanding, there is some control of spelling, capitalization, and grammar demonstrated. **Score Point 2.**

Superheros should serve as role models for people in the real world. Even if they are just ficitional charatcers. They can show purpose to our every day lifes, and teach us values that later on might help us. For example wisdom, courage, bravery, and honesty can be those traits.

The marvel universe shows a purpose on this when displaying captain america. " For superheros display courage-captain america who have no fantastic powers- which resluts him in defeafting villains." paragraph 5. with this quote from the text many readers can begin to understand the with these traits that we see from superheros; we can use them ourselves.

However many people would not see superheros as morals exemplers. This can be backed up with that superheros are just ficitional charaters. On the top of paragraph 5 " ficitional characters cannot directly change the world through their actions or behavoir, of course," this would show why some people wouldnt see superheros as morals due to the fact that they aren't real; just ficiton.

superheros can serve a purpose in life for some and for others not. But with the evidence provided its up to you to decide.

Anchor Paper 3
Score Points: 2,1,1,1,2,2

Clarity/Coherence: The response makes a precise claim (Superheros should serve as role models for people in the real world) and attempts to address some demands of the prompt. **Score Point 2.**

Counterclaims: The attempt to address a counterclaim is ineffective (However many people would not see superheros as morals exemplers. This can be backed up with that superheros are just ficitional charaters. . .). **Score Point 1.**

Support: The response includes minimal support, reasoning, and explanation (with this quote from the text many readers can begin to understand the with these traits that we see from superheros; we can use them ourselves). **Score Point 1.**

Sourcing: The writer cites evidence from only one of the provided sources (" For superheros display courage-captain america who have no fantastic powers- which resluts him in defeafting villains." paragraph 5; On the top of paragraph 5 " ficitional characters cannot directly change the world through their actions or behavoir, of course,"). **Score Point 1.**

Organization: There is an attempt at an organizational strategy as there is an introduction followed by supporting paragraphs and a concluding statement. **Score Point 2.**

Language/Conventions: The response attempts to establish task appropriate formal style, but tone is mostly weak. Errors in punctuation include extraneous apostrophes and absent commas, but there are few errors in grammar, usage, spelling, and capitalization. **Score Point 2.**

When we are kids, we look up to superheroes all the time. Lately, there has been a debate whether this is the right choice to make. A point made in one of the articles was that if superheroes use violence more than the villians. Are they really the good guys? Its up to us whether we think if they are doing more harm than good. Another point was that they are fictional and unrealistic. How can we look up to someone thats not real?

In my opinion, superheroes are labeled as superheroes for a reason. They put their life down for the human race time after time. They may use violence to get the villian to stop, but sometimes violence is required. To not call superheroes "good" is an insult. Of course everything in the marvel universe is fictional, but it is still meaningful to many people.

Although the marvel universe is fictional, it is still very realistic. Humans created the marvel universe and made it just as flawed as the real world. Captain america is patriotic and loves as much as a real person can. He also makes mistakes and feels regret for them. He sacrificed and lost things like everyone does in the real world. He is just one example of a superhero. There is plenty more and should get recognition, even if they are fictional. We can relate to them even though they don't actually exist.

In conclusion, Sperheroes are imperfect like everyone in reality. They are good as anyone can be and use violence to save lives. They do their best just like people in reality. We don't have a place to judge anyone, so lets just be grateful that we have such inspirational characters to look up to.

Anchor Paper 4
Score Points: 2,1,2,1,2,2

Clarity/Coherence: The writer makes general claims (Its up to us whether we think if they are doing more harm than good. . . We don't have a place to judge anyone, so lets just be grateful that we have such inspirational characters to look up to) and attempts to address some demands of the prompt. **Score Point 2.**

Counterclaims: There may be an attempt to acknowledge an alternate point of view, but it is ineffective (Of course everything in the marvel universe is fictional, but it is still meaningful to many people) as it lacks clarification and insight. **Score Point 1.**

Support: The writer attempts to provide support for the claim (Humans created the marvel universe and made it just as flawed as the real world. Captain america is patriotic and loves as much as a real person can. He also makes mistakes and feels regret for them. He sacrificed and lost things like everyone does in the real world. He is just one example of a superhero. . .), but the effort is vague and general. **Score Point 2.**

Sourcing: While the writer makes references to the source articles (A point made in one of the articles was that if superheroes use violence more than the villians. . . Another point was that they are fictional and unrealistic), information from them is not clearly cited as appropriate. Therefore, the response is limited to a **Score Point 1.**

Organization: There is an attempt at an organizational strategy as there is an introduction followed by supporting paragraphs and a conclusion. Some words and phrases are included to link ideas (Although, In conclusion). **Score Point 2.**

Language/Conventions: Although there are errors in spelling (villian), capitalization (marvel, america, Sperheroes), usage (life [lives], there is [are] plenty more and [they] should, They are [as] good as anyone), punctuation (Its, thats, lets) and sentence formation (A point made in one of the articles was that if superheroes use violence more than the villians. Are they really the good guys?), there is also evidence of the writer's control of those elements. Attempts to create a formal tone are weakened by informal language. **Score Point 2.**

Many people ponder whether or not superheroes should be role models for people in the real world. Superhereos depict "heroism, bravery, sacrifice, and virtues that anyone can adopt and practice". This came from the article, "The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero". Superheros are good, but how good? Should they be used as an everyday role model?

When someone says "rolemodel", you automatically think of someone that has done goof in their life, whether it be to other people, becoming succesful, giving back to their community, and more. Some people say that their role model is their mom or dad, some say that it's their coach or tutor. "With historical and living people, we have evidence of their achievements and how they reached them, whether through movies, books, or stories passed down orally through time". Superheroes on the other hand, everything is made up. None of it has ever happened. So what makes them so respectable?

With real living people we can take something from their life that inspires us, and we can say that it is respectable enough emitate. You want to become like someone with good character traits, someone who is positive. Good and bad is something that everyone has a different perspective on. For an example, if someone through a ball in a house, and they broke something. It has positive and negative affects. The negative is that they broke something and is going to het in trouble. And the positive is that they have learned not to throw the ball in the house.

Same thing applies with role models and superheros alike. Superheros can be created without flaws, unlike real people. Superheros have powers such as flying, time travel, and many more things. No one has ever been able to time travel or fly without assistance of technology. So would having a superhero as a rolemodel be a good thing? Many would say no because they're made up, they can be perfect without being real, and they give back with violence.

Superheros are not good role models because they're not real

Anchor Paper 5
Score Points: 2,2,2,1,2,2

Clarity/Coherence: The writer eventually makes a precise claim in the conclusion (Superheros are not good role models because they're not real) and attempts to address the demands of the prompt. **Score Point 2.**

Counterclaims: The writer presents an alternate point of view in the introduction (Superhereos depict "heroism, bravery, sacrifice, and virtues that anyone can adopt and practice". This came from the article, "The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero". Superheros are good, but how good? Should they be used as an everyday role model?). **Score Point 2.**

Support: The writer attempts to provide support for the claims, but it is mostly vague and general. **Score Point 2.**

Sourcing: The writer uses information from only one of the provided sources, though appropriately cited with quotation marks ("With historical and living people, we have evidence of their achievements and how they reached them, whether through movies, books, or stories passed down orally through time"). **Score Point 1.**

Organization: There is an attempt at an organizational strategy as there is an introduction followed by supporting paragraphs and a conclusion. Some transitional words and rhetorical questions are used to link ideas (So would having a superhero as a rolemodel be a good thing?). **Score Point 2.**

Language/Conventions: While there are multiple comma splices and capitalization errors, overall conventions are used effectively. There is an attempt to establish task appropriate writing style and argumentative tone. **Score Point 2.**

i personally dont think they should serve as role models for people, especially children. they shouldnt serve because they're not real. theres a difference between teaching kids to not do bad things and being a role model. fictional characters should not be held accountable to teach your kid the right and wrong things to do, that is the parents job. but, the characters should teach kids to be responsible and to be kind to other children. a child should know right from wrong, but they should not have to look up to a superhero. if the parents are not there to show the child what a good role model is, its an exception if they look up to a fictional character such as Captian America or Superman. some children look up to a superhero thinking they're a good peron, but according to Tom Victor's article, "it turns out we've been rooting for the wrong guys in superhero movies all this time: everything we thought we knew is wrong", it states that a researcher named John Muller, a medical student from Penn State College of medicine said "we actually found the protagonists were performing a greater amount of violence per hour than the antagonists" therefore, why would you let your kids think of superheros as good, positive people? if they're doing about the same amount of crime as the villian, isn't one just as bad as the other? John Muller also said " protagonists were performing 22.7 violent events per hour, while the antagonists, or bad guys, were performing 17.5 events per hour. in the artice "'good guy' versus 'bad guy'" they explained about how many voilent acts are in films. on average, the superheros commit around 23 acts of violence, while villians commit around 18 acts of violence per hour in an average length film. there were about 34 acts of violence per hour with the superhero and villan combined, which were also combined with male characters. 7 acts of violence per hour that had the superhero and villan combined, were associated with female characters. the most common way superheros commit violent acts is fighting, a total of 1,021 acts of violence are because of fighting. there are also around 1,170 acts of violence combined. also, the most common act of violence is with the use of a lethal weapon, which comes in as 604 total acts. therefore, superheros are just as bad as villans, that proves that they should not be held accountable for being role models.

Anchor Paper 6
Score Points: 2,2,2,2,2,2

Clarity/Coherence: The writer makes a general claim (i personally dont think they should serve as role models for people, especially children) and attempts to address the demands of the prompt. **Score Point 2.**

Counterclaims: The writer attempts to explore alternate points of view and the complexity of the issue (theres a difference between teaching kids to not do bad things and being a role model. fictional characters should not be held accountable to teach your kid the right and wrong things to do, that is the parents job. but, the characters should teach kids to be responsible and to be kind to other children. a child should know right from wrong, but they should not have to look up to a superhero). **Score Point 2.**

Support: The writer attempts to provide support for the claims, but explanation is mostly vague and general (if they're doing about the same amount of crime as the villian, isn't one just as bad as the other? John Muller also said " protagonists were performing 22.7 violent events per hour, while the antagonists, or bad guys, were performing 17.5 events per hour). **Score Point 2.**

Sourcing: Information from at least two sources is used to provide support for the writer's argument and to explore counterclaims. The writer identifies/cites the source material appropriately (according to Tom Victor's article, "it turns out we've been rooting for the wrong guys in superhero movies all this time: everything we thought we knew is wrong"; John Muller also said " protagonists were performing 22.7 violent events per hour, while the antagonists, or bad guys, were performing 17.5 events per hour. in the artice "'good guy' versus 'bad guy'"). **Score Point 2.**

Organization: Although the response is presented as a single, lengthy paragraph, there is an attempt at an organizational strategy as there is some logical sequencing of ideas. More varied transitions could be used to better connect ideas. The final sentence is a concluding statement (therefore, superheros are just as bad as villans, that proves that they should not be held accountable for being role models). **Score Point 2.**

Language/Conventions: There frequent errors in capitalization, instances of missing apostrophes, and some repeated misspellings. However, sentence formation and grammar are more controlled. There is some specific word choice but attempts to create formal tone are weakened by colloquial language (i personally). **Score Point 2.**

Yes, superheroes should serve as role models for people in the real world. First reason is because a lot of people especially younger people such as kids look up to superheroes.

In the text ¨The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero¨ by Mark D. White, he talks about how Captain America ponders his various roles and his responsiblities, ¨being Captain America is about setting an example¨ which to me setting an example is important especially to kids because kids need to learn how to be responsible and know what is right and what is wrong.

In the text ¨Superheroes, Please, Not Positive Role Models" by Tom Chiver, I disagree with him because he talks about how Iron Man is a worse role model. In my opinion Iron Man is a good role model because he teaches kids that there is bad in the world but you have to do a good thing to over come the bad.

The text ¨It Turns Out We´ve Been Rooting for the Wrong Guys in Superhero Movies All This Time¨ by Tom Victor, he basically is saying that we should not root for the superheroes but in my opinion superheroes fight for us to make our world better.

The analysis of ¨Good Guy¨(the superhero) vs. ¨Bad Guy¨(The Villian), this text talks about how many acts of violence happens per hour for the superheroes and then how many acts of violence happens per hour for the villians which is less than the superheroes. For the superheroes the acts of violence is 23 and for the villians the acts of violence is 18. But combined there are a total of 34 acts of violence.

Even though the superheroes has more acts of violence, I still think that villians are still bad role models and the superheroes are the good role models. Superheroes protect our world. If you think about it superheroes are kinda like soldiers because they both fight to protect us.

Anchor Paper 7
Score Points: 2,2,2,2,2,2

Clarity/Coherence: The writer makes a general claim (Yes, superheroes should serve as role models for people in the real world) and attempts to address the demands of the prompt. **Score Point 2.**

Counterclaims: The writer attempts to explore both sides of the argument (. . . I disagree with him because he talks about how Iron Man is a worse role model. In my opinion Iron Man is a good role model because he teaches kids that there is bad in the world but you have to do a good thing to over come the bad). **Score Point 2.**

Support: The writer attempts to provide support for the claims from the sources, but explanation of the evidence is mostly vague and general (. . . to me setting an example is important especially to kids because kids need to learn how to be responsible and know what is right and what is wrong). **Score Point 2.**

Sourcing: There is an attempt to use information from multiple sources to support the writer's claims and explore counterclaims. The writer cites the source material appropriately (In the text ¨The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero¨ by Mark D. White, he talks about. . .). **Score Point 2.**

Organization: There is an attempt to build structure for the argument. The response opens with a brief introduction, followed by paragraphs grouped by idea, and ends with a basic conclusion. **Score Point 2.**

Language/Conventions: There is an attempt to create a formal style, but word choice is mostly generic and sentence structure is repetitive. There are some grammar errors and misspellings. **Score Point 2.**

In reading these texts about how if young men or women should use superheroes as rolemodels I have come to an conclusion. I think that these young men and women should not look up to these fictional characters because one they are not good role models, two you should look up to real people in history, and third superheroes cause more violence in movies than villain's do.

The first reason I believe young men and women should not look up to these superheroes is they are not good role models. In the article "Superheroes, Please, Not Positive Role Models" it says, "Today's superhero is too much like an action hero who participates in non-stop violence. He's aggressive, sarcastic and rarely speaks to the virtue of doing good good for humanity." I beleive this quote is trying to say that these kids are watching these movies of these superheroes doing all this crazy violent stuff that can give these kids ideas.

The second reason I beleive young men and women should not look up to these superheroes is I think that these kids should look up to real people in history. In the article "The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero it says, "With historical and living people, we have evidence of their achievements and how they reached them, whether through movies, books, or stories passed down orally through time, and we say, "I want to be like her" or "he's the kind of person I want to be." I think this quote is trying to say that these kids can learn a lot more things from our historic people than fictional characters made up.

The third and final reason I thing young men and women should not look up to superheroes is superheroes cause more violence in movies than the villians do. In the article "It Turns Out We've Been Rooting for the Wrong Guys in Superhero Movies All This Time: Everything We Thought We Knew Is Wrong" it says, "We actually found the protagonists were preforming a greater amount of violence per hour than the antagonists," said researcher John Muller, a medical student at Penn State College of Medicine. Protagonists were preforming 22.7 violent events per hour, while the antagonists, or bad guys, were preforming 17.5 events per hour." I think these two quotes were basically saying that we should reconsider looking up to these superheroes because they cause a lot more violence in these movies even more than the villian.

To conclude my remarks on this essay I wrote I think kids should stay away from looking up to these superheroes. The reasons I think this is they are not good role models, we should look up to historical figures and not fictional ones, and they create more violence in movie that villains do.

Anchor Paper 8
Score Points: 3,1,2,3,3,3

Clarity/Coherence: The writer introduces and maintains a precise claim (I think that these young men and women should not look up to these fictional characters because one they are not good role models, two you should look up to real people in history, and third superheroes cause more violence in movies than villain's do) and establishes the significance of the claim. **Score Point 3.**

Counterclaims: There is no formal attempt to acknowledge an alternate point of view. **Score Point 1.**

Support: The writer attempts to provide support for the claims, but the support is general, lacking explanation (. . . I beleive this quote is trying to say that these kids are watching these movies of these superheroes doing all this crazy violent stuff that can give these kids ideas). **Score Point 2.**

Sourcing: The response appropriately cites evidence from three sources and uses the information to support the claim. **Score Point 3.**

Organization: The response builds and maintains a clear structure to develop the argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Transitional words and phrases are used to connect ideas across paragraphs (The first reason; The second reason; The third and final reason; To conclude). **Score Point 3.**

Language/Conventions: The response establishes and maintains a formal tone and task appropriate writing style. Conventions errors do not interfere with meaning. **Score Point 3.**

Everyone growing up from a young age till present has had a roll model, or a type of idol that they look up to. For some people it may be athletes for others it might be a celeberty or thier parents, but a lot of people look up to super heros from comic books to the multi million dollar movies that display these "super hero" characters. These characters are fun to watch maybe with your family or if your going on a first date, but they should not be the roll models that we look up to. Now dont get me wrong watching these movies, and reading these action books or comics is very inspiring and it might get people motivated but the idea of having a super hero as a roll model is a little out of sorts. The Reason why is because the characters are simply fake and created, they have all the powers that humans desire to have but dont, and they change over time.

Most people like thier super heros and want to be exactly like them but this should be a red flag because of the ways these characters are brought up. Over time they were just iminginated and thought of, when they were being thought of they were created to be the biggest and strongest. AS it said in the article, "Fictional characters are not real." this shows us that the we cannot be like these wonder womans, captin americas, or hulks.

Almost everyone as a little kid has dreamt of being the biggest and best super hero, which only hurts the human mind set in the long run. In the passage it said, "fictional characters are perfect when we cant be." this is proving that we want to be like something we can never achive because we werent made by greek gods, and were not from another plannit that gave us super strength like someone of supermans nature. So having the mid set of being someone we phsyically cant be will negitivly impact us as humans later on down the road.

Lastly, we should not look to super heros as roll models because they change over time and do not depict reality of the real world. As you read in the text it talked about how inconsistant the super heros have been over time. Why would anyone want to follow the roll of someone who cannot be stable with the way they act over time. If one of your parents or friends that you looked up to changed thier appearance 24/7 or the way they acvted all the time, would you want to keep looking up to them? propbably not.

To conclude we should not look up to super heros as roll models because its simply unrealistic to be like them, they can do everything that humans cannot do and whish they could do, and they are very unconsistant with the way that are decived or depicted over time. THey are great to watch and get inspartation from, or it might score you a date to the movies with that girl/ guy you've always liked, but looking up to them as roll models is simply not realistic.

Anchor Paper 9
Score Points: 3,2,2,1,3,3

Clarity/Coherence: The writer introduces and maintains precise claims (These characters are fun to watch maybe with your family or if your going on a first date, but they should not be the roll models that we look up to) and establishes the significance of the claim. **Score Point 3.**

Counterclaims: There are attempts to acknowledge and refute opposing claims, but they lack insight, interpretation, and clarification (Now dont get me wrong watching these movies, and reading these action books or comics is very inspiring and it might get people motivated but the idea of having a super hero as a roll model is a little out of sorts. The Reason why is because the characters are simply fake and created, they have all the powers that humans desire to have but dont, and they change over time). **Score Point 2.**

Support: There is an attempt to support claims with logical reasoning and relevant evidence, but some ideas are less developed than others (Most people like thier super heros and want to be exactly like them but this should be a red flag because of the ways these characters are brought up. Over time they were just imiginated and thought of, when they were being thought of they were created to be the biggest and strongest). **Score Point 2.**

Sourcing: The writer appropriately cites evidence from only one the provided sources (AS it said in the article, "Fictional characters are not real."; In the passage it said, "fictional characters are perfect when we cant be"). **Score Point 1.**

Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, and evidence are logically sequenced. Some effective transitional words and phrases are used. **Score Point 3.**

Language/Conventions: The response establishes and maintains a formal tone and task appropriate writing style. Word choice is specific and varied. Errors in conventions do not interfere with meaning. **Score Point 3.**

Everyone can think of a "super hero". Many people love and watch these movies and read comic books about super heros. So much even that some superheros have almost become household names. But should they be? People have always viewed superheros as role models and people the want to emulate. I think that superheros should not be considered such good role models for a number of reasons. For years people have viewed these fictional characters as people to strive to be like which just doesnt make sense. These characters are fictional and often have powers and qualities that are unreasonable to expect out of normal humans.

Superheros should not be role models in the real world when they are not even real. Superheros in movies and books are often depicted in a setting that is similiar to the real world however they are of course not actually in the real world. It is hard to compare yourself to someone who is not even real to what your living through now. It would be easy to be as great as superheros in a world that doesnt even exist. We cannot possibly compare ourselves and want to emmulate someone who doesnt even exist. While it is a good thought and some qualities may be good and can be carried over it is unreasonable to want to try to be like someone in this totaly different setting. One reason people see superheros as such great role models is often because they are seen as perfect people. They have no flaws and are almost even invincable. This is another thing we as normal humans cannot accomplish. We can strive to be perfect everyday, however no matter how hard we try it is simply impossible. We will always have flaws and imperfections while these superheros where created perfect. We as regular people do not have the luxury of just being perfect. Superheros are created that way and that is why we are so much diffrent from them. We cannot look up to a character like this who we have so many differnces with. we should not strive to be more like a person as far fetched as these said superheros

Superheros are often seen as the good guy in films but due to recent study the superheros may be no better than the villians. It is now a common theme for the hero to be involved in nonstop violence and being really not that great of a guy to other people. In todays time there are kids watching everything and anything they see they will want to emulate. So when a kid sees the "good guy" beat up and kill several people in the matter of 2 hours what image is that going to leave for them? They see the hero do such bad things they will think them to be acceptable. In todays already violent world the last thing we need is children coming up to think thats this is acceptable behavior

Some may say we can still strive to be as much as like a superhero as we can regardless of how different we are but i do not agree. Superheros and all fictional characters can be inconsistent over the years of their writing and creation. When the possibility of these characters changing I still dont think we can strive to be like them. While you may say there are positives to come from looking up to superheros I do not agree due to the act of chasing somthing that isnt there. If you spend all your time trying to be more like a superhero you will end up failing because it isnt possible. You will end up chasing somthing not there.

When looking at the evidence it is much easier to completley rethink evrything we have thought about superheros. Due to their behaviors and unreasonable qualities it is obvious that they arent as good of guys as we had always thought. for these reasons superheros should not be considered good role models.

Anchor Paper 10
Score Points: 3,3,3,1,3,3

Clarity/Coherence: The writer introduces and maintains precise claims (I think that superheros should not be considered such good role models for a number of reasons) and establishes the significance of the claim. **Score Point 3.**

Counterclaims: In the fourth paragraph, the writer acknowledges and refutes claims from opposing points of view with insight and clarification (Some may say we can still strive to be as much as like a superhero as we can regardless of how different we are but i do not agree. . .). **Score Point 3.**

Support: Claims are developed with logical reasoning and relevant evidence. **Score Point 3.**

Sourcing: The writer does not successfully cite any information from the provided sources. **Score Point 1.**

Organization: The writer builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Effective transitional words and phrases are used. **Score Point 3.**

Language/Conventions: The tone and style established are appropriately formal. Word choice is effective and appropriate (We cannot possibly compare ourselves and want to emmulate someone who doesnt even exist). Conventions errors, including misspellings and incorrect sentence formation, do not interfere with meaning. **Score Point 3.**

<u>Should Superheros be Rolemodels for The Real World?</u>

Superheros are seen by many as movie characters that aren't real but to some like children it can be a reason to be good and behave. Yes having a rolemodel to the public that is a Superhero is sort of a joke but this doesn't have to be to the more mature audience. So having a Superhero as a Rolemodel would be a great idea for the younger audicences.

Having a Superhero as a Rolemodel to Younger audinces would be a great idea with the fact that many kids today love to watch Superhero movies and play with action figures of their favorite hero. Even with that there is a peice of research that shows that the heros commit more violent acts then the bad guys stated by *American Academy of Pediatrics, t*o be exact 23 acts of violence per hour for the good guys and 18 acts of violence for the villians. Even with those facts it still dosn't ever make the good guys seem in the wrong, which is the whole point and that is to never make the bad guys seem in the wrong. But some may see that number and take it literal but no kid is ever going to look at those numbers and care.

Superheros have evoled over the years with Ironman dating back to the early 60's stated by *Chivers T.* with there being many variations of all the characters in the Marvel world such as Captain America. Many also think that the characters today are very impulsive in the way that they talk and act in the films. *Chivers T.* stated that they participate in non-stop violence in the films and that the movies are just Movie versions of the films which is sort of the point of the Movies which is to bring the movies to life and more action packed sequences like explosions and extensive fight scenes to make it more interesting. Havinga characer that can take on any type of bad guy would surely make a great rolemodel for the younger audiences to show them that nothing is impossible and that they can take on anything.

Superheros in movies are not meant to be taken literally because they want people to just enjoy th emovie and possibly remember the scenes from the comics and that can be a struggle for the younger generations because the rate of people that actually read is decreasing rapidly *Chivers T..* So the need to make people rember the movie better and to take in their characteristics, for example Ironman is known to be the cocky guy but will litearlly die for anyone in any situation to save lifes. Where Captain America on the other hand is a very reserved person and will also Sacerfice in himself for anyone. The features that many of the characters have can be taken into real life "*Heroism, bravery, and sacerfice"* Stated by *White M. D.*

Superheros are some of the most well known examples of herosim and many other traits that find their way into the younger audiences head as a great Rolemodel to follow and strive to be at least personality wise, but they always need something to look to and be a good person. So Superheros would be a great example of Rolemodels.

Anchor Paper 11
Score Points: 3,2,3,2,3,3

Clarity/Coherence: The writer introduces and maintains precise claims (So having a Superhero as a Rolemodel would be a great idea for the younger audiences). **Score Point 3.**

Counterclaims: The writer attempts to acknowledge and refute claims from opposing points of view (Even with that there is a peice of research that shows that the heros commit more violent acts then the bad guys stated by American Academy of Pediatrics, to be exact 23 acts of violence per hour for the good guys and 18 acts of violence for the villians. Even with those facts it still dosn't ever make the good guys seem in the wrong). **Score Point 2.**

Support: Claims are developed with logical reasoning and relevant evidence. **Score Point 3.**

Sourcing: There is a minimal attempt to use information from at least two sources and cite it appropriately, by including the author's name after paraphrased or quoted text (Superheros have evoled over the years with Ironman dating back to the early 60's stated by Chivers T.). **Score Point 2.**

Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Transitional phrases could be used to better connect ideas across paragraphs. **Score Point 3.**

Language/Conventions: The tone and style established are appropriately formal. Word choice is effective and appropriate. Conventions errors, including misspellings and incorrect sentence formation, do not interfere with meaning. **Score Point 3.**

There is a controversy that exists in the media recently revolving around the concept of role models and who they should be. Many sources are voicing their beliefs on whether or not people should look up to superheros. Superheros should serve as role models for people in the real world because nobody is perfect and if we can idolize real people, why not made up people?

There is nothing morally wrong with having a superhero as your role model because nobody is perfect. As cheesy and cliche as it sounds, there is not a person in the world who hasn't made a mistake. While these superheros may cause a lot of destruction in their comics and movies, it is always for the greater good. The article, "The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero", states "-when a hero fails to show courage, the villain escapes and people are hurt-". These superheros are full of courage and determination. There isn't much else that we can hope for in a role model.

Another reason why there is nothing wrong with having a superhero as your role model is because if we can idolize real people, why not idolize made up people? Anyone who inspires one to be better is considered a role model. If these superheros inspire the fans of their movies to be kinder or to have courage, where's the harm in that? In the article, "The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero", it says "-we say 'I want her be like her' or 'he's the kind of person I want to be'. We draw something from their lives that isnpires us to emulate them, especially the character traits that helped them achieve their goals and affect the world in some positive way." This quote can be used for anyone. Personally, my role model is singer Harry Styles- because he inspires me to be kinder and promotes individuality. Someone could have a singer, actress, fictional character/superhero, family member, friend, person in history, or anyone as their inspiration. As long as they inspire you positively, there is nothing wrong with having them as a role model.

Although there are multiple previously displayed reasons for why having a superhero as your role model is perfectly fine, there is some worry when it comes down to it. Many sources state that idolizing superheros can expose you to violence and initially normalize it. From the article, "Superheros, Please, Not Positive Role Models", it states "Today's superhero is too much lke an action hero participates in non-stop violence-". All through out history, there has been violence in the world surrounding us and in the media. Looking up to someone who particpates in it is not going to harm us. It is similar to looking up to a war hero. Sometimes violence happens to protect the greater good; there is nothing wrong with that.

In conclusion, superheros should serve as role models for people in the real world because nobody is perfect and if we can idolize real people, why not made up people? Having someone to look up to is initially what keeps us in place.

Anchor Paper 12
Score Points: 3,3,3,3,3,3

Clarity/Coherence: The writer introduces and maintains a precise claim (There is nothing morally wrong with having a superhero as your role model because nobody is perfect). All demands of the prompt are addressed. **Score Point 3.**

Counterclaims: The writer acknowledges an opposing claim (Many sources state that idolizing superheros can expose you to violence and initially normalize it) and refutes it with logical reasoning. **Score Point 3.**

Support: Claims are developed with relevant evidence, examples, and explanation (Personally, my role model is singer Harry Styles- because he inspires me to be kinder and promotes individuality. Someone could have a singer, actress, fictional character/superhero, family member, friend, person in history, or anyone as their inspiration. As long as they inspire you positively, there is nothing wrong with having them as a role model). **Score Point 3.**

Sourcing: The response appropriately cites at least two sources and uses the information to support the claim and refute opposing claims. **Score Point 3.**

Organization: The writer builds and maintains a clear structure to develop argument. Rhetorical questions are used to logically connect ideas, reasons, and evidence. An effective conclusion is present. **Score Point 3.**

Language/Conventions: The tone and style established are appropriately formal. Word choice is effective and appropriate. Minor errors in conventions do not interfere with meaning. **Score Point 3.**

As kids we are often taught to praise superheros for their courage and great power. We are roped into thinking that superheros save the day, but not in a role model way. While some argue that superheros teach honesty and courage, superheros should not serve as role models in the real world due to their non-human portrayal and immense violence levels.

Superheros live very picture erfect lifestyles we cannot acheive. Physically, we can not do what superheros preform on the daily. White makes an excellent point in saying, "it may seem odd to claim the Captain America can be a role model for people in the real world when he's not real himself" (White, Paragraph 3). How are children supposed to model someone who is completely imagined? These characters have no flaws and are extremely unrealistic. Role models should be actual humans who do great, real things. If we want our children to grow up to be genuine, these superheros may not be the best approach.According to the American Academy of Pediatrics, " the most common act of violence among villians is the use of a lethal weapon" (American Academy of Pediatrics, paragraph 7). Superheros are taking the impact of massive lethal weapons, which is entirely fictional. Encouraging someone to look up to a person who is immortal is not attainable. Superheros jump through building to save people, stay up for days without sleep, and preform so many physcial and mental tasks we cannot do on the daily. These superheros are mock versions of real role models. Lastly, they preform random tasks that are unthinkable for a human, including, "shooting webs from your wrists or getting changed in phone boxes" (Victor, paragraph 5). Children should not be inspired to do these unthinkable actions in day to day life. If we encourage these superheros to be role models, we will have all sorts of crazy tasks occuring in the streets. While superheros are imagined charcters, they also portray an immense amount of violence.

In action/superhero movies, the "good guy" or superhero saves the day by defeating the villian. Do we want our children to grow up thinking that in order to win, we must physically and mentally defeat someone? We want the best and for children to grow up using their words and solving issues, not beating someone down. According to the American Academy of Pediatrics, "all other acts of violence, besides fighting, was 1170" (American Academy of Pediatrics, paragraph 6). This is extremely concerning if children are looking up to them as role models. Fighting to solve an issue should not be what they are taught from a young age. Superhero movies are filled with violent actions and actions that should not be supported or encouraged. Doctor Sharon Lamb said that, "today's superhero is too mch like an action hero who participates in non-stop violence. He's aggressive, sarcastic. and rarely speaks to the virtue of doing good for humanity" (Chivers, paragraph 2). A role model should be everything you want in a person, not a disrespectful character who runs arpund hurting people in order to save humanity. Most of the time, they ar portrayed as young, reckless kids who are needed to fight.

Critics may argue that a superhero encourages courage and honesty, but they influence more negative behavior than positive. "We draw something from their lives that inspires us to emulate them, especially the character traits that helped them achieve their goals and affect the world in some positive way" (White, paragraph 4). While this is a great message to effectively get individuals to choose one thing about a superhero to inspire them, often the wrong ideas inspire them. There are such greater options of role models in our society that we can pull positive characteristics from.

Anchor Paper 13
Score Points: 3,3,3,3,3,3

Clarity/Coherence: The writer introduces and maintains a precise claim (superheros should not serve as role models in the real world due to their non-human portrayal and immense violence levels). All demands of the prompt are addressed. **Score Point 3.**

Counterclaims: The writer acknowledges and refutes opposing claims in the conclusion, with evidence from the sources (Critics may argue that a superhero encourages courage and honesty, but they influence more negative behavior than positive. . .). **Score Point 3.**

Support: Claims are developed with logical reasoning and relevant evidence (Encouraging someone to look up to a person who is immortal is not attainable. Superheros jump through building to save people, stay up for days without sleep, and preform so many physcial and mental tasks we cannot do on the daily. These superheros are mock versions of real role models). **Score Point 3.**

Sourcing: The response appropriately cites at least two sources and uses the information to support the claim and refute opposing claims (White makes an excellent point in saying, "it may seem odd to claim the Captain America can be a role model for people in the real world when he's not real himself" (White, Paragraph 3)). **Score Point 3.**

Organization: The response builds and maintains a clear structure to develop argument. Claims, reasons, evidence, and counterclaims are logically sequenced. Transitional phrases could be used to better connect ideas and the introduction and conclusion are brief. **Score Point 3.**

Language/Conventions: The tone and style established are appropriately formal. Word choice is effective and appropriate. Minor errors, primarily misspellings, in conventions do not interfere with meaning. **Score Point 3.**

Superheroes, while fictional, exist within our cinemas as very real people. Many fans look up to them for instruction or guidance. Certain lines derived from sci-fi action movies have even been manipulated into acceptable inspirational quotes. Although we love superheroes and the movies they star in ;they do not meet the standards for an acceptable role model. There is certainly nothing wrong about admiring a hero for their actions of film, but looking up to them for that sole reason is laughable. Superheroes are not sufficient role models because of their nonexistance, cinematicallly controlled actions, and warped peronality.

To begin, some heroes such as Superman, Batman, and Wonder Woman all share very admirable qualities and show interesting character development. While the traits they posesss should be exhibited by those who watch them ;the use of them as a role model should not be normalized. One of the most pominent reasons is their fictitious nature. The heroes we adore simply do not exist. They are only actors paid to read lines or they may just be computer generated. The person behind the voice did not actualy acomplish the feats of courage shown in the films and might even posesss an opposite trait of the character they portray. Real heroes would be much more fitting as a role model because the challenges they faced were acomplished in reality, and not bound into a unrealistic, fictional universe.

Furthermore, All humans have their downfalls. Each and every person is not perect and will fail massivley from time to time. Screenwriters for movies attempt to implement this nature into the hero on the silver screen in order to cast them in a more realistic light. Although the writers succeed in portraying their character as a flawed induvidual, the actions of the protagonist can never be fully human due to the fact that they only exist in a world with its own convinient set of rules. Since we as regular people are flawed, and bound in reality, we cannot eminate the same level of courage and bravery because we posess traits that directly contradict those of the main character. Traits such as: arrogance, apathy, narcisism, and pride all plague or personalities, yet most heroes do not exhibit these traits as if theywere a real person. A hero from history could be a more accurate depiction of a superhero. Even if they did not posess amazing ability, they still managed to become highly respected for their acomplishments despite of their downfalls.

To continue, the hero that is loved so dearly by the public today may not have been their idea of heroism in previous decades. A certain protagonist such as "The Hulk" is a prime example of this statement. He has been shown in hundreds of different forms, and while some people may not exactly loook up to him he is technically a superhero by modern standards. Hulk has been casted as a hero, villan, and even both in the comics and movies. His personality has gone from chaotic evil to lawful good. There is no set standard for his character, therefore every hero can be manipulated into whatever the directors decide. Having your role model as a fictional character that can have thier morals twisted at will is nonsensical. Choosing a real historical figure is more believalble because their actions and personality, if recorded correctly, cannot be changed lest it be considered a lie.

To conclude, superheroes exist exclusively within our minds and cinemas. They show us what we can be rather than what we are. Whle this mindset is heartwrming it is not practical. Superheroes are certainly exiting to watch and discuss, yet they cannnot be used as a role model. They are only works of fiction that were brought into the world of entertainment by a creative mind, and posess unrealistic qualities in a universe that can only be considered a fallacy. The actions of the protagists do not even coordinate with the writer who controls them. Their personalities were scripted and casted in the most human nature posssible, yet they still fail to show their flaws in accordance with reality. Superheroes are not sufficient role models because of their nonexistance, cinematically controled actions, and warped personalities.

Anchor Paper 14
Score Point 4,3,4,1,4,4

Clarity/Coherence: Thoroughly introduces and maintains precise claims (Superheroes are not sufficient role models because of their nonexistance, cinematicallly controlled actions, and warped peronality) and clearly establishes the significance of the claims. **Score Point 4.**

Counterclaims: The writer acknowledges and refutes opposing claims with evidence from the sources, though some counterclaims are less developed (Many fans look up to them for instruction or guidance. Certain lines derived from sci-fi action movies have even been manipulated into acceptable inspirational quotes. Although we love superheroes and the movies they star in ;they do not meet the standards for an acceptable role model. There is certainly nothing wrong about admiring a hero for their actions of film, but looking up to them for that sole reason is laughable). **Score Point 3.**

Support: Claims are developed with logical reasoning and relevant evidence (While the traits they posesss should be exhibited by those who watch them ;the use of them as a role model should not be normalized. One of the most pominent reasons is their fictitious nature. The heroes we adore simply do not exist. They are only actors paid to read lines or they may just be computer generated. The person behind the voice did not actualy acomplish the feats of courage shown in the films and might even posesss an opposite trait of the character they portray). **Score Point 4.**

Sourcing: The writer does not cite any information from the provided sources. **Score Point 1.**

Organization: The writer builds and maintains sophisticated structure to develop the argument, and consistently uses a variety of transitions. The conclusion solidifies the argument. **Score Point 4.**

Language/Conventions: The response consistently establishes and maintains sophisticated tone and style. Word choice is varied and effective. There are a few minor errors in conventions that do not interfere with meaning. **Score Point 4.**

Superheros have the biggest impact on kids today. They watch the movies, buy the toys, play the video games, and even dress up like them. The kids look up to superheros. This brings up a very controversial issue: Should superheros serve as role models for kids and adults in the real world? Of course they should.

In *The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero*, Mark D. White claims that Captain America models positive traits like honesty, courage, and wisdom. Cap is shown as a superhero who does not have any amazing superpowers, but nevertheless, he shows the most bravery by putting his own life on the life to deafeat the villain and save other lives. This is an excellent example to set for kids and even adults. Cap's hard-working, never-quitting attitude and his self determination to save lives set great examples for the people who watch him. In the article, the issue of "Fictional characters are simply not real" was addressed. Although they may be made up, it shouldn't affect the role they have on anybody. Almost every story is made up. That is why they call it a story. But the fact of it being nonfiction or fiction should not matter whatsoever with this issue. The message of the story is the thing that matters. And each of these superheros all have a message. If there was any messages you could take from Captain America, they would be "Never give up, no matter your start or circumstances" or "There is no greater love, than those who would lay down their life for their friends."

In the article *Superheros, Please, Not Positive Role Models*, Tom Chivers claims that no one goes to the movies for a "good influence" but purely for entertainment. Although this might be true, we need to see if the flim has a postive impact on today's children. Dr Sharon Lamb, an American psychologist, claims superheros like Iron Man are bad role models. She claims that he is too aggressive, sarcastic and rarely speaks to the virtue of doing good for humanity. Dr. Lamb clearly hasn't seen *Avengers: Endgame*. In this flim (with nearly all the superheros from the Marvel Universe in it) Iron Man lays down his own life to bring back the lives of others and their families. He did this shortly after he had a family of his own, having a daughter who he loved "3000". If that isn't a good role model than who is? Although he can be cocky and sarcastic a lot of the time, he mostly shows courage, bravery, determination, and willingness to save lives. This, by far, overshadows his sarcastic traits that are only put in for comedic relief.

In I*t Turns Out We've Been Rooting for the Wrong Guys in Superhero Movies All This Time: Everything We Thought We Knew Is Wrong,* Tom Victor claims that basically, the good guys are the bad guys. This is an outragous claim. He finds that the good guys do a greater deal of violence in the movies than the bad guys do (22.7 events per hour to 17.5). Of course the good guys are going to do more damage by violence to the bad guys, considering they are the main characters and usually, the good guys always win. But the statement that we are rooting for the wrong guys is crazy. He is basically saying that instead of rooting for Captain America in his first movie, we shouold be rooting for the Nazis!? Has he not seen the bad things the bad guys do in these movies? There is a reason they call them bad guys. The violence the good guys do is only against the bad guys when they do something bad. Which is a good thing, considering they are stopping the bad thing they are doing. Its simple. The statement that we need to stop shooting webs out of wrists and getting changed in phone booths is completey insane.

Superheros have been role models for people ever since the early-mid 20th centrey. They have taught people to be brave and courageous, despite the circumstance. They show how bad descions will bring consquences and how good descions will bring good ones. They help us realize that we have the ability to stand up for the little guy and for what we believe in. And lastley, they teach us to be who we are. Superheros are good role models, and they always have been. Spidey out.

Anchor Paper 15
Score Points: 4,4,4,4,4,4

Clarity/Coherence: The writer thoroughly introduces and maintains precise claims (Should superheros serve as role models for kids and adults in the real world? Of course they should) and thoroughly addresses all demands of the prompt. **Score Point 4.**

Counterclaims: The response skillfully acknowledges opposing claims and thoroughly refutes them with evidence throughout the response (In the article, the issue of "Fictional characters are simply not real" was addressed. Although they may be made up, it shouldn't affect the role they have on anybody; Tom Chivers claims that no one goes to the movies for a "good influence" but purely for entertainment. Although this might be true, we need to see if the flim has a postive impact on today's children; Although he can be cocky and sarcastic a lot of the time, he mostly shows courage, bravery, determination, and willingness to save lives; In It Turns Out We've Been Rooting for the Wrong Guys in Superhero Movies All This Time: Everything We Thought We Knew Is Wrong, Tom Victor claims that basically, the good guys are the bad guys. This is an outragous claim). **Score Point 4.**

Support: The writer fairly and thoroughly develops and supports claims with insightful reasoning and relevant evidence from the source materials that strengthen the argument. **Score Point 4.**

Sourcing: The writer accurately and skillfully uses at least two sources to support the claim and opposing claim. Evidence is consistently and thoroughly cited appropriately. **Score Point 4.**

Organization: The writer builds and maintains sophisticated structure to develop the argument, and consistently uses a variety of transitions. The conclusion solidifies the argument. **Score Point 4.**

Language/Conventions: The writer establishes and maintains an overall sophisticated tone. Although some informal language is present (crazy; completely insane), word choice is varied and effective. There are a few minor errors in conventions that do not interfere with meaning. **Score Point 4.**

During this modern time, superheroes are seen as nothing more than a fantasy, a fairytale, but what if they could mean so much more? The making of an ordinary person, or alien, into someone who saves and enhances the lives of others, shows and teaches the difference between right and wrong and installs ethical values into many starting at such a young age. Since ethical values would be a hard concept for children to grasp because of their age, having superheroes allows them to learn the correct morals in a way that they can understand.

Although many superheroes have unique and extraordinary powers, they also have flaws as well. For example, in paragraph 5 from The Virtues of Captain America: Modern-Day Lessons on Character from a World War ll Superhero when the writer says "On the other side of the coin, when a hero fails to show courage, the villain escapes and people are hurt, both negative consequences that are just as instructive.", it explains how one mistake could have a domino effect on everyone else. This quote further displays how superheroes, just like ordinary people, have the capability of choosing the wrong choice and thus proving to people in the real world why one must make the right choice. Another example of how superheores aren't perfect would be when the writer of Analysis of "Good Guy" (the Superhero) vs "Bad Guy" (the Villain) Violence shows that the "Hero" from movies has an average of 23 acts of violence per hour (average over films) and the "Villain" has only 18 acts of violence per hour (Line 1). This clearly tells viewers that although the heroes are more violent in the film, which would be considered a flaw for most, the reasons as to why the Hero is doing outweighs essentially what they're doing.

Aside from having the inclusion of superheroes's flaws and how they are portrayed to the viewer, another reason as to why superheroes are good role models would be because of the ability for people to adopt the charcteristics of said Heroes as their own. It is much easier for viewers to accept these positive morals and characteristics of these heroes because of how personable they are shown as. An example of this phenomena would be in paragraph 5 of The Virtues of Captain America: Modern-Day Lessons on Character from a World War ll Superhero when the writer says "Of course, many superheroes use fantastic powers or magic in the fight against evil, which we would have a hard time emulating! But at the heart of these stories we find heroism, bravery, and sacrifice, all virtues we can adopt and practice.". The writer includes this in its piece to assure the reader of the ways that heroes are in fact, quite like many ordinary people aside from having enhanced abilities. People must remember that these stories written about superheroes were written by ordinary people. These authors wouldn't have made these heroes so personable to people if they didn't want the viewer to have a strong connection with the hero.

In contrast to how these heroes invoke positive morals and provides a storyline for the use of examples, some might think that these heroes might not be so great. It is understandable that some might conclude that many audiences are rooting for the wrong character, implying that people should take a step back and see the hero for what they really are. For example in paragraph 4 from the article It Turns Out We've Been Rooting for the Wrong Guys in Superhero Movies All This Time: Everything We Thought We Knew Is Wrong when the writer says "Protagonists were performing 22.7 violent events per hour, while the antagonists, or bad guys, were performing 17.5 events per hour.". While this quote does widen the eyes of some fans that support superheroes, it does not accurately discern the facts of the reasons as to what the hero is doing to supposedly produce this "Violence". Another example of the "Bad" characteristics of a superhero would be in the article Superheroes, Please, Not Positive Role Models when the writer states "He's aggressive, sarcastic, and rarely speaks to the virtue of doing good for humanity,". The generalization of all superheroes actions and displays of emotions is starkling. Just because one superhero doesn't live up to the standards of one's preferrable "Superheroedness" doesn't mean that all heroes act this way.

Understanding these examples of superheroes's aactions and emotions accurately gives way as to why superheroes are reliable role models. Nobody is perfect and the depiction of superheroes justifies this, and allows people to understand that even though this is true, there are still ways to become a positive influence on the world. People might not have the abilities of superheroes physically, but we are are more than capable of adopting their positive characteristics to better the lives of ourselves, and of others.

Anchor Paper 16
Score Points: 4,4,4,4,4,4

Clarity/Coherence: The writer thoroughly introduces and maintains precise claims (Since ethical values would be a hard concept for children to grasp because of their age, having superheroes allows them to learn the correct morals in a way that they can understand) and thoroughly addresses all demands of the prompt. **Score Point 4.**

Counterclaims: The response skillfully acknowledges opposing claims in the first body paragraph (This clearly tells viewers that although the heroes are more violent in the film, which would be considered a flaw for most, the reasons as to why the Hero is doing outweighs essentially what they're doing) and thoroughly refutes them throughout the rest of the essay. **Score Point 4.**

Support: The writer fairly and thoroughly develops and supports claims with insightful reasoning and relevant evidence that strengthens the argument. **Score Point 4.**

Sourcing: The writer accurately and skillfully uses information from multiple sources to support the claim and opposing claim. Evidence is consistently and thoroughly cited appropriately (For example in paragraph 4 from the article It Turns Out We've Been Rooting for the Wrong Guys in Superhero Movies All This Time: Everything We Thought We Knew Is Wrong when the writer says "Protagonists were performing 22.7 violent events per hour, while the antagonists, or bad guys, were performing 17.5 events per hour."). **Score Point 4.**

Organization: The writer builds and maintains sophisticated structure to develop the argument. The introduction is thoughtful, and the conclusion solidifies argument. Effective transitions are used at the beginning of paragraphs. **Score Point 4.**

Language/Conventions: The writer consistently establishes and maintains sophisticated tone and style. Word choice is varied and effective. Control of conventions is skillful. **Score Point 4.**

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