

Kentucky Summative Assessments



Grade 10 Reading Released Items 2024



Directions: Read the excerpt from *Common Sense*. Then answer the questions.

from Common Sense

by Thomas Paine

Originally published in 1776

- 1 I draw my idea of the form of government from a principle in nature, which no art can overturn, viz. that the more simple any thing is, the less liable it is to be disordered; and the easier repaired when disordered; and with this maxim in view, I offer a few remarks on the so much boasted constitution of England. That it was noble for the . . . times in which it was erected, is granted. When the world was over run with tyranny the least remove therefrom was a glorious rescue. But that it is imperfect, subject to convulsions, and incapable of producing what it seems to promise, is easily demonstrated.
- 2 Absolute governments (tho' the disgrace of human nature) have this advantage with them, that they are simple; if the people suffer, they know the head from which their suffering springs, know likewise the remedy, and are not bewildered by a variety of causes and cures. But the constitution of England is so exceedingly complex, that the nation may suffer for years together without being able to discover in which part the fault lies, some will say in one and some in another, and every political physician will advise a different medicine.
- 3 I know it is difficult to get over local or long standing prejudices, yet if we will suffer ourselves to examine the component parts of the English constitution, we shall find them to be the base remains of two ancient tyrannies, compounded with some new republican materials.
- 4 *First.*—The remains of monarchical tyranny in the person of the king.
- 5 *Second.*—The remains of aristocratical tyranny in the persons of the peers.
- 6 *Thirdly.*—The new republican materials, in the persons of the commons, on whose virtue depends the freedom of England.
- 7 The two first, by being hereditary, are independent of the people; wherefore in a *constitutional sense* they contribute nothing towards the freedom of the state.
- 8 To say that the constitution of England is a *union* of three powers reciprocally *checking* each other, is farcical, either the words have no meaning, or they are flat contradictions.
- 9 To say that the commons is a check upon the king, presupposes two things:



- 10 *First.*—That the king is not to be trusted without being looked after, or in other words, that a thirst for absolute power is the natural disease of monarchy.
- 11 *Secondly.*—That the commons, by being appointed for that purpose, are either wiser or more worthy of confidence than the crown.
- 12 But as the same constitution which gives the commons a power to check the king by withholding the supplies, gives afterwards the king a power to check the commons, by empowering him to reject their other bills; it again supposes that the king is wiser than those whom it has already supposed to be wiser than him. A mere absurdity!
- 13 There is something exceedingly ridiculous in the composition of monarchy; it first excludes a man from the means of information, yet empowers him to act in cases where the highest judgment is required. The state of a king shuts him from the world, yet the business of a king requires him to know it thoroughly; wherefore the different parts, by unnaturally opposing and destroying each other, prove the whole character to be absurd and useless.

From COMMON SENSE by Thomas Paine—Public Domain



1

RE925553838_2

How does Paine’s use of the word “farcical” in paragraph 8 reflect his attitude toward the English constitution?

- A** It reveals that he finds it to be exceedingly complex.
- B** It emphasizes that he finds it ineffective to the point of absurdity.
- C** It shows that he finds it adequate but without strong enough balances.
- D** It demonstrates that he finds it inevitable that the colonies will declare independence.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 10

Reading

Item: RE925553838

Book Question Number: 1

Standard: RI.9-10, RI.9-10.4

Item Type: MC

Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	49,369	58%	0.58	9%	58%	22%	11%
Gender							
Female	24,214	61%	0.61	8%	61%	21%	11%
Male	25,154	55%	0.55	10%	55%	23%	12%
Ethnicity							
African American	5,466	46%	0.46	10%	46%	30%	14%
American Indian or Alaska Native	62	52%	0.52	10%	52%	27%	11%
Asian	919	71%	0.71	8%	71%	14%	7%
Hispanic or Latino	4,853	51%	0.51	10%	51%	24%	14%
Native Hawaiian or Pacific Islander	95	57%	0.57	9%	57%	23%	11%
White (non-Hispanic)	35,746	60%	0.60	9%	60%	21%	11%
Two or more races	2,225	56%	0.56	10%	56%	23%	11%
Migrant							
Migrant	240	38%	0.38	9%	38%	30%	23%
English Learner							
English Learner	2,390	29%	0.29	13%	29%	35%	23%
Economically Disadvantaged							
Economically Disadvantaged	28,644	52%	0.52	10%	52%	25%	13%
Students with Disabilities							
Students with Disabilities	5,244	36%	0.36	13%	36%	32%	19%



2

RE925554230_4,1

According to Paine, which statements are **false**? Select **two** correct answers.

- A** The constitution provides freedom from tyranny.
- B** The constitution was a glorious rescue from tyranny.
- C** The king is not to be trusted without being looked after.
- D** The three constitutional powers effectively check each other.
- E** The constitution includes the remains of ancient governing systems.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 10

Reading

Item: RE925554230

Book Question Number: 2

Standard: RI.9-10, RI.9-10.1

Item Type: MS

Key: A,D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	48,979	46.7%	0.93	25%	56%	19%
Gender						
Female	24,052	47.4%	0.95	24%	57%	19%
Male	24,926	46.0%	0.92	26%	56%	18%
Ethnicity						
African American	5,360	43.3%	0.87	28%	57%	15%
American Indian or Alaska Native	62	43.5%	0.87	29%	55%	16%
Asian	914	53.4%	1.07	21%	51%	28%
Hispanic or Latino	4,753	44.3%	0.89	27%	57%	16%
Native Hawaiian or Pacific Islander	92	54.3%	1.09	16%	59%	25%
White (non-Hispanic)	35,585	47.4%	0.95	25%	56%	19%
Two or more races	2,210	46.1%	0.92	26%	57%	18%
Migrant						
Migrant	232	43.8%	0.88	28%	56%	16%
English Learner						
English Learner	2,258	38.9%	0.78	32%	58%	10%
Economically Disadvantaged						
Economically Disadvantaged	28,345	44.3%	0.89	27%	56%	16%
Students with Disabilities						
Students with Disabilities	5,151	39.9%	0.80	32%	57%	12%



Directions: Read the excerpt from *The Deceiver Unmasked; or, Loyalty and Interest United: In Answer to a Pamphlet Entitled Common Sense*. Then answer the questions.

from The Deceiver Unmasked; or, Loyalty and Interest United: In Answer to a Pamphlet Entitled *Common Sense*

by Charles Inglis

Originally published in 1776

- 1 The following pages contain an answer to one of the most artful, insidious and pernicious pamphlets I have ever met with. It is addressed to the passions of the populace, at a time when their passions are much inflamed. At such junctions, cool reason and judgment are too apt to sleep: The mind is easily imposed on, and the most violent measures will, *therefore*, be thought the most salutary. Positive assertions will pass for demonstration with many, rage for sincerity, and the most glaring absurdities and falshoods will be swallowed.
- 2 The author of *Common Sense*, has availed himself of all those advantages. Under the mask of friendship to America, in the present calamitous situation of affairs, he gives vent to his own private resentment and ambition, and recommends a scheme which must infallibly prove ruinous. He proposes that we should renounce our allegiance to our sovereign, break off all connection with Great-Britain, and set up an independent empire of the republican kind. Sensible that such a proposal must, even at this time, be shocking to the ears of Americans; he insinuates that the *novelty* of his sentiments is the only obstacle to their success,—that, “perhaps they are not yet sufficiently fashionable to procure them general favour; that a long habit of not thinking a thing wrong, gives it a superficial appearance of being right, and raises at first a formidable outcry in defence of custom.”
- 3 In this he imitates all other enthusiasts and visionary of paradoxes, who were conscious that the common feelings of mankind must revolt against their schemes: the author, however, tho’ he did not intend it here, pays a compliment to the Americans; for this amounts to a confession, that amidst all their grievances, they still retain their allegiance and loyalty.
- 4 With the same view, I presume, to make his pamphlet go down the better, he prefixes the title of *Common Sense* to it—by a figure in rhetoric, which is called a *Catachresis*, that is, in plain English, an abuse of words. Under his title, he counteracts the clearest dictates of reason, truth, and common sense. . . .
- 5 I find no *Common Sense* in this pamphlet, but much *uncommon* phrenzy. It is an outrageous insult on the common sense of Americans; an insidious attempt to poison their minds, and seduce



them from their loyalty and truest interest. The principles of government laid down in it, are not only false, but such as scarcely ever entered the head of a crazy politician. Even Hobbes would blush to own the author for a disciple. He unites the violence of a republican with all the folly of a fanatic. If principles of truth and common sense, however, would not serve his scheme, he could not help that by any other method than by inventing such as *would*; and this he has done.

- 6 No person breathing, has a deeper sense of the present distresses of America, than I have—or would rejoice more to see them removed, and our liberties settled on a permanent, constitutional foundation. But this author's proposal, instead of removing our grievances, would aggravate them a thousand fold. The remedy is infinitely worse than the disease. It would be like cutting off a leg, because a toe happened to ache.
- 7 It is probable that this pamphlet, like others, will soon sink in oblivion—that the destructive plan it holds out, will speedily be forgotten, and vanish, like the baseless fabric of a vision; yet while any honest man is in danger of being seduced by it—whilst there is even a possibility that the dreadful evils it is calculated to produce, should overtake us; I think it a duty which I owe to God, to my King and country, to counteract, in this manner, the poison it contains. Nor do I think less a duty thus to vindicate our honourable Congress, and my injured countrymen in general, from the duplicity and criminal insincerity with which this pamphlet virtually changes them.

From THE DECEIVER UNMASKED; OR, LOYALTY AND INTERESTED UNITED: IN ANSWER TO A PAMPHLET ENTITLED COMMON SENSE by Charles Inglis—Public Domain



3

RE925559160_1

Read this sentence from paragraph 1.

The mind is easily imposed on,
and the most violent measures
will, *therefore*, be thought the
most salutary.

What is the impact of the phrase
“The mind is easily imposed on” in
this sentence?

- A** It emphasizes that angry people can be persuaded to take extreme actions.
- B** It dismisses the population as being unable to think for themselves.
- C** It serves as a thinly masked insult to Paine’s intelligence.
- D** It reveals a reluctant admiration for Paine’s argument.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 10

Reading

Item: RE925559160

Book Question Number: 3

Standard: RI.9-10, RI.9-10.4

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	49,370	56%	0.56	56%	24%	14%	6%
Gender							
Female	24,213	55%	0.55	55%	26%	13%	5%
Male	25,156	57%	0.57	57%	23%	14%	7%
Ethnicity							
African American	5,467	51%	0.51	51%	27%	15%	7%
American Indian or Alaska Native	62	52%	0.52	52%	32%	11%	5%
Asian	919	57%	0.57	57%	27%	11%	5%
Hispanic or Latino	4,853	52%	0.52	52%	26%	14%	7%
Native Hawaiian or Pacific Islander	95	45%	0.45	45%	31%	16%	8%
White (non-Hispanic)	35,746	57%	0.57	57%	23%	14%	6%
Two or more races	2,225	55%	0.55	55%	25%	14%	6%
Migrant							
Migrant	239	45%	0.45	45%	30%	16%	8%
English Learner							
English Learner	2,389	44%	0.44	44%	30%	16%	10%
Economically Disadvantaged							
Economically Disadvantaged	28,645	54%	0.54	54%	25%	14%	7%
Students with Disabilities							
Students with Disabilities	5,244	48%	0.48	48%	25%	18%	9%



4

RE925559419_4

Which statement from the essay is **least** supported by evidence?

- A** “Positive assertions will pass for demonstration with many, rage for sincerity, and the most glaring absurdities and falshoods will be swallowed.” (paragraph 1)
- B** “. . . he insinuates that the *novelty* of his sentiments is the only obstacle to their success. . . .” (paragraph 2)
- C** “I find no *Common Sense* in this pamphlet, but much *uncommon* phrenzy.” (paragraph 5)
- D** “No person breathing, has a deeper sense of the present distresses of America, than I have. . . .” (paragraph 6)



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 10

Reading

Item: RE925559419

Book Question Number: 4

Standard: RI.9-10, RI.9-10.8

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	49,374	35%	0.35	18%	19%	28%	35%
Gender							
Female	24,214	37%	0.37	18%	18%	27%	37%
Male	25,159	34%	0.34	17%	20%	29%	34%
Ethnicity							
African American	5,470	29%	0.29	19%	21%	31%	29%
American Indian or Alaska Native	62	24%	0.24	18%	24%	34%	24%
Asian	918	44%	0.44	17%	14%	25%	44%
Hispanic or Latino	4,857	30%	0.30	19%	20%	30%	30%
Native Hawaiian or Pacific Islander	95	33%	0.33	17%	21%	29%	33%
White (non-Hispanic)	35,745	37%	0.37	17%	19%	27%	37%
Two or more races	2,224	35%	0.35	17%	20%	28%	35%
Migrant							
Migrant	240	23%	0.23	23%	23%	31%	23%
English Learner							
English Learner	2,394	21%	0.21	27%	22%	30%	21%
Economically Disadvantaged							
Economically Disadvantaged	28,644	32%	0.32	18%	20%	30%	32%
Students with Disabilities							
Students with Disabilities	5,244	24%	0.24	21%	23%	32%	24%



5

RE925558325_3

Which statement **best** describes Inglis's central message?

- A** Americans should use their common sense to avoid starting a rebellion.
- B** Seceding from England would create far more problems than it would solve.
- C** Thomas Paine is trying to deceive people into accepting his dangerous ideas.
- D** People should not believe Thomas Paine just because the country is in turmoil.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 10

Reading

Item: RE925558325

Book Question Number: 5

Standard: RI.9-10, RI.9-10.2

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	49,373	33%	0.33	27%	24%	33%	16%
Gender							
Female	24,215	34%	0.34	28%	23%	34%	15%
Male	25,157	33%	0.33	26%	25%	33%	16%
Ethnicity							
African American	5,468	30%	0.30	29%	26%	30%	15%
American Indian or Alaska Native	62	29%	0.29	29%	31%	29%	11%
Asian	919	41%	0.41	23%	21%	41%	15%
Hispanic or Latino	4,856	32%	0.32	28%	24%	32%	16%
Native Hawaiian or Pacific Islander	95	26%	0.26	20%	32%	26%	22%
White (non-Hispanic)	35,746	34%	0.34	26%	24%	34%	16%
Two or more races	2,224	32%	0.32	29%	24%	32%	16%
Migrant							
Migrant	240	28%	0.28	32%	25%	28%	16%
English Learner							
English Learner	2,395	29%	0.29	27%	27%	29%	18%
Economically Disadvantaged							
Economically Disadvantaged	28,648	31%	0.31	29%	25%	31%	16%
Students with Disabilities							
Students with Disabilities	5,243	29%	0.29	28%	26%	29%	17%



6

RE925559747_4

Which detail is emphasized more heavily in the passage from *The Deceiver Unmasked* . . . than in the passage from *Common Sense*?

- A** The distress America is in
- B** The importance of freedom
- C** The unfairness of absolute government
- D** The difficulty of changing established views



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 10

Reading

Item: RE925559747

Book Question Number: 6

Standard: RI.9-10, RI.9-10.9

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	49,375	28%	0.28	24%	19%	29%	28%
Gender							
Female	24,214	29%	0.29	23%	17%	30%	29%
Male	25,160	27%	0.27	24%	21%	28%	27%
Ethnicity							
African American	5,468	24%	0.24	19%	22%	35%	24%
American Indian or Alaska Native	62	40%	0.40	15%	21%	24%	40%
Asian	919	33%	0.33	32%	14%	22%	33%
Hispanic or Latino	4,852	26%	0.26	19%	21%	33%	26%
Native Hawaiian or Pacific Islander	95	26%	0.26	19%	20%	35%	26%
White (non-Hispanic)	35,752	29%	0.29	25%	18%	28%	29%
Two or more races	2,224	28%	0.28	22%	20%	30%	28%
Migrant							
Migrant	240	23%	0.23	16%	28%	33%	23%
English Learner							
English Learner	2,393	23%	0.23	15%	26%	36%	23%
Economically Disadvantaged							
Economically Disadvantaged	28,648	26%	0.26	21%	21%	32%	26%
Students with Disabilities							
Students with Disabilities	5,241	25%	0.25	16%	26%	33%	25%



7

RE925560529

Short Answer Directions: Read the question carefully. Then enter your answer in the space provided.

Give two counterarguments that Paine could make in response to Inglis's claims. Support your answer with evidence from **both** texts.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 10

Reading

Item: RE925560529

Book Question Number: 7

Standard: RI.9-10, RI.9-10.9

Item Type: SA

Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	42,977	28.2%	0.56	57%	29%	14%
Gender						
Female	21,662	33.3%	0.67	51%	32%	17%
Male	21,314	23.0%	0.46	64%	26%	10%
Ethnicity						
African American	4,101	15.9%	0.32	74%	20%	6%
American Indian or Alaska Native	52	23.1%	0.46	67%	19%	13%
Asian	847	47.8%	0.96	34%	36%	30%
Hispanic or Latino	4,047	20.9%	0.42	67%	24%	9%
Native Hawaiian or Pacific Islander	86	25.6%	0.51	62%	26%	13%
White (non-Hispanic)	31,999	30.4%	0.61	54%	30%	15%
Two or more races	1,843	25.1%	0.50	62%	26%	12%
Migrant						
Migrant	197	12.2%	0.24	81%	14%	5%
English Learner						
English Learner	1,846	6.0%	0.12	89%	11%	1%
Economically Disadvantaged						
Economically Disadvantaged	24,117	21.7%	0.43	66%	25%	9%
Students with Disabilities						
Students with Disabilities	4,380	8.4%	0.17	85%	13%	2%

Rubric

Reading Short Response Rubric	
Score Point 2	<ul style="list-style-type: none">• The student completes all components of the question and communicates ideas clearly.• The student demonstrates an understanding of the concepts and/or processes.• The student provides a correct answer using an accurate explanation as support.
Score Point 1	<ul style="list-style-type: none">• The student provides a partially correct answer to the question and/or addresses only a portion of the question.• The student demonstrates a partial understanding of the concepts and/or processes.
Score Point 0	<ul style="list-style-type: none">• The answer is totally incorrect or irrelevant.

Anchor Set

A1

He could say something that has to do with the form of government in England or can talk about how it's affecting our society and theirs, because it says stuff about Americans too. He could also argue about the government and how it can cause some type of war or something to go down, and how the world thinks about it.

Anchor Annotation, Paper 1 Score Point 0

The answer shows no understanding, as it provides general ideas about how Paine could form counterarguments without introducing the arguments themselves. The response lacks text evidence.

A2

First off Paine could argue that the constitution was wrote is proper way, but people just inferred it wrong. Secondly, Paine could argue that there King can be trusted if they would just give him a chance.

Anchor Annotation, Paper 2 Score Point 0

The answer is incorrect, as the student attempts to identify two counterarguments that can't plausibly be supported by the text.

A3

Two counterarguments that Paine could make in response to Inglis's claims are that one, "the remains of aristocractical tyranny in the persons of the peers." and "the new republican materials, in the persons of the commons. on whose virtue depends the freedom of England"

Anchor Annotation, Paper 3 Score Point 0

The student attempts to identify two counterarguments but supports the answer with irrelevant quotes from the text that show no understanding.

In the passages "Common Sense" and "The Deceiver Unmasked", Thomas Paine and Charles Inglis have many different views on things. Thomas believed that England constitution had no reason and was not affective, while Charles believed that it gave athority to more people and did them good. Charles calls Thomas the "mask of friendship to America" because he supported the americans and turned away from England because Thomas didn't see the constitution having an impact on people like the American Constituion does.

Anchor Annotation, Paper 4
Score Point 1

The student provides a partially correct answer through a generally accurate summary of Paine's and Inglis's differing opinions. Text evidence is weak, however, and the response does not clearly present Paine's possible counterarguments.

Two counterarguements Paine could use against Inglis would be that the Constitution of England is weak and that the king abuses his absolute power. The Constitution of England is supposed to keep the king's power under control, but he is able to easily veto any bill that could restrict him. In paragraph 12, it states, "Gives afterwards the king of power to check the commons, by empowering him to reject their other bills." It contradicts what the costituion is for. The king may rule England with an iron fist, but he does not rule it well. He restricts England's citizens and attempts to control the colonies with high taxes and strict regulations. A good example to represent this claim can be found in paragraph 13. It states, "The state of a king shuts him from the world, yet the bussiness of a kig requires him to know thoroughly; wherefore the different parts, by unnaturally opposing and destroying each other, prove the whole character to be absurd and useless." This evidence suggests that while the king may, he is not present within his country and belives himself to be above everyone.

Anchor Annotation, Paper 5
Score Point 1

The student presents a partially correct answer by identifying two counterarguments that Paine could make (*the Constitution of England is weak and that the king abuses his absolute power*) supported by quotes from *Common Sense*; however, the response offers no text evidence from Inglis, demonstrating only partial understanding.

In response to Inglis's statement, "Under his title, he counteracts the clearest dictates of reason, truth, and common sense..." (paragraph 4), Paine could respond by accusing the use of the logical fallacy *ad hominem*, as Paine's intelligence is being targeted unfairly and hypocritically. Inglis is alluding to the idea that Paine is unrightfully expressing his own opinion, despite the hypocrisy displayed when Inglis has done the same thing. Another counterargument could be in response to Inglis's statement, "I think it is duty which I owe to God, to my King and country, to counteract, in this manner, the poison it contains." (Paragraph 7) Paine could accuse Inglis of falling victim to appeal to false authority, in which Inglis references forces irrelevant to the conversation - such as God and the King - rendering his argument unreliable.

Anchor Annotation, Paper 6

Score Point 1

The student provides a partially correct answer, offering two quotes from Inglis ("*Under his title, he counteracts the clearest dictates of reason, truth and common sense. . .*" [and] "*I think it is a duty which I owe . . . to counteract, in this manner, the poison it contains.*") and plausible counterarguments from Paine (*could respond by accusing the use of logical fallacy ad hominem Paine could accuse Inglis of falling victim to appeal to false authority*). Although the response demonstrates significant understanding with thoughtful counterarguments, the student does not complete all components of the question, as there is no text evidence from *Common Sense*.

One counterargument that Paine could make is when Inglis says, "The principles of government laid down in it are not only false, but such as scarcely ever entered the head of a crazy plitition." Paine used evidence in his pamphlet to prove how the government is bad. He said that there is no way for the king to be put in check if he can shut down what the people do in order to keep him from taking too much power. Another is when Inglis says, "No person breathing has a deeper sence of the present distress of America, than I have". The reason behind pain writing his pamphlet was because of the distress he was seeing in America. He wanted to share his thoughts about the curent situation and push the people to do somthing about it.

Anchor Annotation, Paper 7

Score Point 2

The student provides a correct answer by providing quotes of Inglis's criticisms of Paine ("*The principles of government laid down in it are not only false, but such as scarcely ever entered the head of a crazy plitition. . . . Inglis says, 'No person breathing has a deeper sence of the present distress of American, than I have*") followed by a description of Paine's arguments in *Common Sense* (*He said that there is no way for the king to be put in check if he can shut down what the people do The reason behind pain writing his pamphlet was because of the distress he was seeing in America*). Although these "counterarguments" amount to a restatement of ideas from Paine's original pamphlet, the student completes all components of the question, referencing both texts and demonstrating understanding.

Inglis's claims could be easily countered by Paine in the context of both texts. In 'The Deceiver Unmasked', Inglis claims that Paine " Gives vent to his own private resentment and ambition, and recommends a scheme which must infallibly prove ruinous. "Withing Paine's 'Common sense', his main argument is against the practicality of England's current governing body by pointing out the contradictions in the standing constitution. Throughout the entire pamphlet, there is no mention of revolution or 'scheme' that Inglis refers to. Inglis also claims that the attempt to bring others to the side of revolution is an " insidious attempt to poison their minds, and seduce them from their loyalty and truest interest." The main idea of Paine's essay was to inform those of his greivances with the parliamentary system of England and point out that the sense of having a kind be and equal governing body is contradictory and can lead to further imbalance. "There is something exceedingly ridiculous in the composition of monarchy; it first excludes a man from the means of information, yet empowers him to act in case where highest judgment is required. The state of a king shuts him from the world, yet the business of a king requires him to know it thoroughly; wherefore the different parts, by unnarutally opposing and destroying each other, prove the whole character to be absurd and useless."

Anchor Annotation, Paper 8

Score Point 2

The student provides a correct answer through a restatement of two of Inglis's claims (*Paine ". . . recommends a scheme which must infallibly prove ruinous. . . . [and] Inglis also claims that the attempt to bring other to the side of revolution is an "insidious attempt to poison their minds, and seduce them from their loyalty and truest interest."*) followed by counterarguments that draw from Paine's essay. In addition, the student supports the answer with relevant text quotes from both passages, demonstrating full understanding.

One counterargument that Paine could make is that Inglis's own mind is being imposed on . That his blind loyalty to his country is overshadowing the mistreatment that his is truly under. Ingliis is too proud of his own country to realize something might truly be wrong. Paine writes, "But the constitution of England is exceedingly complex, that the nation may suffer for years together without being able to discover in which part the fault lies". It is reasonable to assume that this is what is taking place. That the country is in turmoil and Inglis is unable to see it is the crowns fault.

Another counterargument that Paine could make is that Inglis himself is trying to persuade the common people and impose on their minds. Inglis tries to inflict a feeling of pride in England when mant americans had already lost it. He writes, "I think it a duty which I owe ro God, to my king and country, to counteract, in this manner, the poison it contains. Nor do I think less a duty thus to vindicate our honourbale Congress, and my injured countrymen in general, from the duplicity and criminal insincerity with which this pamphlet virtually changes them". Inglis offers no facts in his texts. He simply denounces Paine as manipulative and dishonest. He urges Americans to not listen to Paine in hopes of winning them over.

Anchor Annotation, Paper 9

Score Point 2

The student provides a correct answer by identifying two counterarguments that Paine could make (*Inglis's own mind is being imposed upon [and] . . . Inglis himself is tryng to persuade the common people and impose on their minds*). The response contains an accurate explanation to support each counterargument (*his blind loyalty to his country is overshadowing the mistreatment that his is truly under [and] . . . tries to inflict a feeling of pride in England*) with relevant support from both texts, showing complete understanding.



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