

Informative / Explanatory

Grade 7

Living Through The Great Depression

The Great Depression affected many people especially those who lived through it. With that said the main point of this essay is how people who lived through the Depression were affected during it.

During The Great Depression people had things to deal with that made them struggle. Some people didn't have an abundant amount of money not a decent amount. **Insted** they had little or none at all. It was a struggle to earn money with the lack of jobs, people ended up doing side jobs to earn money. In "Digging In" the family of four had to find ways to obtain money. They ended up cutting back on a lot of things like the water system and starting **useing** their well. The father did his best to get some type of income by doing side jobs, like cutting the boys hair for ____.

People also looked to **Rosevelt** for help or farming for a decent or better income. For instance in the poem "Debts" **T**he family owned land that they used for farming. The father grew **weat** three years ago and hasn't been able to since. With scarce rain no wheat grew, without wheat to harvest no money would flow in. Bay, the father, even thought about getting a loan from Mr. Roosevelt, and he promised he didn't have to pay a dime 'till the crop came in. All he could do was hope things got better.

Introduces the topic clearly, previewing what is to follow: The writer gives little context but does state a main idea/focus

Organizes ideas and information using categories: The writer organizes text-by-text within an overall cause-effect structure

Develops topic with appropriate, relevant facts and concrete details, uses precise language and domain-specific vocabulary in evidence from the text to inform about the topic

Uses appropriate, varied transitions to clarify relationships among ideas and concepts

Develops topic with appropriate accurate, facts and concrete details, uses precise language and domain-specific vocabulary in evidence from the text

Not only did people have things to worry about the President did too. In the **artical** "The New Deal" **Rosevelt** wanted to find a way to help the people suffering from the Great Depression. He created several ways to help with some of the issues. He made the NIRA and NRA, these systems banned child labor and **adress** unemployment by regulating the number of hours worked per week. The FERA gave \$3 billion to states for work relief programs. In the end these systems only helped people take care of their basic needs.

The people who lived through the Great Depression had to find ways to obtain income, work and help. The Government did their best to support the people through this time but have you ever thought that this might happen again.

Spelling problems including typos are in yellow

Missing or incorrect apostrophes are in blue

Punctuation problems, including missing punctuation marks, are green.

Student writing, even at a high level, is rarely perfect! As children learn to write, many times they will make errors because they are learning new words, phrases and writing skills. Creativity and exploration should be encouraged!

Continues to develop topic with appropriate accurate, facts and concrete details, uses precise language and domain-specific vocabulary in evidence from the text

Establishes and maintains a reasonably formal style

Provides a concluding section that follows from and supports the information presented

In this on-demand assignment, students were asked to explain the effects of the Great Depression on people who lived through it. This writer gives no context about the Great Depression in the introduction but does states the main point (the Great Depression affected people who lived through it in many ways), which serves to preview the essay that follows.

The writer organizes ideas, concepts, and information clearly using the texts as categories, and supplies textual evidence to support the main point. She uses appropriate transitions. For example, she writes, *“Not only did people have things to worry about, the President did too.”* (Note: this would be easier to see if the writer had started a new paragraph with each transition.) Within each chunk, the writer uses precise language and domain-specific vocabulary to name and explain the effects, which she has identified from the texts she has read. This makes the writer’s thinking and understanding easy to follow.

The essay has an appropriately formal style. The conclusion follows from and supports the information presented.

This sample of student writing, aligned to the Common Core and annotated to show its strengths, is drawn from the **In Common** project. You can find more writing samples and learn more here:

<http://achievethecore.org/page/507/in-common-effective-writing-for-all-students>