

# **English II**

## **Short Answer Connecting Selections Scoring Guide**

**April 2014**

Read the next two selections and answer the questions that follow.

# Tehuelche

*by Gustavo Bondoni*

1 "What's wrong with her?"

2 "We don't know."

3 Dr. Alejandro Benetti shook his head in frustration. Every time an economic opportunity convinced him to leave the capital, it was the same story. Small-town nurses were always extremely willing and helpful, but their training left a lot to be desired. The further one got from Buenos Aires, the worse it became, and when one reached small resort towns in Patagonia, it was necessary to keep a close eye on the staff, for the patients' sake.

4 "Is she showing any symptoms?"

5 "No, the people at the home brought her in because they say she wasn't looking well. I looked her over, and she seems to be healthy—but very, very old." Carlos Ramírez was one of the better nurses the doctor had encountered, but perhaps it was just his turn to show the gaps in his preparation.

6 "Did you ask her what was wrong?"

7 "Of course, but . . . She doesn't speak any Spanish."

8 "A foreigner?" It wouldn't have surprised Alejandro at all. During the winter months, Esquel filled up with Brazilians and Europeans, though why an old lady would come to ski or practice extreme sports was beyond him.

9 "No. She was born ten kilometers away. She's Tehuelche."

10 "Tehuelche?"

11 He shrugged. "The natives that used to live here. They're all gone now."

12 "Let me see her."

13 The old woman was just as advertised. Her dark face was lined with chasms and crevasses which deepened as she smiled. There seemed to be nothing outwardly amiss, yet the director of the nursing home had been adamant that there was something wrong with her.

14 Alejandro's examination brought no obvious problems to light, and his questions, asked out of habit, received incomprehensible replies or sad

smiles. Out in the corridor again, he cornered Carlos and the director of the nursing home. "Is there anyone who speaks Tehuelche?"

15       The director, a fiftyish woman with platinum hair, replied. "No. We've never needed it before, since she was speaking Spanish perfectly until yesterday. We don't even know if what she's speaking is actually even Tehuelche or just gibberish."

16       Well, at least now Alejandro knew what had been disturbing the director so badly. When one of your patients suddenly forgets how to communicate with you, you look for an expert opinion.

17       "Well, does she have any family? Someone who might know how to talk to her?"

18       "She has one adult granddaughter who lives in Buenos Aires. We've gotten in touch with her and she's flying in tomorrow." The director hesitated. "We'd prefer it if she stayed in the clinic tonight."

19       Alejandro sighed. The nursing home was covering its bases—if the old woman died, they'd have nothing to do with it. Worse, there was no point in arguing, because the director probably knew someone on the city council who had a cousin on the hospital's board . . .

20       He just hoped the granddaughter could be of some use.

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21       Designer clothes? Blue eyes? "You don't look much like your grandmother."

22       Jimena smiled. "A Welsh grandfather and an Italian mother will do that to you."

23       "Have they told you the situation?"

24       She nodded. "I don't think I can help much, but I want to be there for her."

25       "Do you speak Tehuelche?"

26       Jimena laughed, a tinkling, pleasant sound that cut through her concern and brightened her features. "You don't know much about the Tehuelche people, do you?"

27       "Well, I know what kills them, and how to keep that from happening. Everyone is pretty much the same on the inside, you know."

28       Her face spoke her disbelief, and she went on. "Tehuelche is a dying language. A few years ago, there were four native speakers, all very old. I

haven't seen any new statistics lately, but it might be safe to assume that my grandmother is the last one alive. She's ninety-three, you know."

29 "I didn't know. The home said she was in her late eighties."

30 "Can I see her?"

31 "She's right there," Alejandro said, pointing towards the door to the only private room in the clinic. They hadn't wanted to put her in a ward, and there were hardly any other patients in residence. "She didn't touch her breakfast this morning." *And she looks a lot worse than she did yesterday*, he didn't say.

32 The woman nodded silently, the veil of concern down again. Impulsively, Alejandro followed her into the room and stood silently just inside the door as the woman spoke softly to the wrinkled woman on the bed. Jimena's words were in Spanish, but the replies were impossible to understand.

33 No recognition shone in the grandmother's eyes, and the smile was the same as the one she'd given the doctor. There was little time left to her, and nothing outwardly wrong that he could detect. Perhaps the bloodwork would show something, but it would be two days before that came back from Bariloche.

34 Then it hit him. The scratchy sounds the woman was making might represent the last time the Tehuelche language was spoken on the face of the Earth. How long had it lasted? A thousand years? Two thousand?

35 He wanted to take Jimena by the shoulders, shake her and tell her to appreciate the importance of the moment, to drink in every sound, to keep the woman talking as long as she could. But that would be inhuman: Jimena was losing her grandmother.

36 But what the world was losing was priceless. He was inured to death and illness, but had never been present at anything of this magnitude.

37 So Dr. Alejandro Benetti stood just inside the door in a tiny clinic, a thousand miles from Buenos Aires, and listened harder than he'd ever listened to anything in his life.

# Linguist on Mission to Save Inuit “Fossil Language” Disappearing with the Ice

by Mark Brown

The Guardian

August 12, 2010

- 1 Stephen Pax Leonard will soon swap the lawns, libraries and high tables of Cambridge University for three months of darkness, temperatures as low as -40°C and hunting seals for food with a spear.
- 2 But the academic researcher, who leaves Britain this weekend, has a mission: to take the last chance to document the language and traditions of an entire culture.
- 3 “I’m extremely excited but, yes, also apprehensive,” Leonard said as he made the final preparations for what is, by anyone’s standards, the trip of a lifetime.
- 4 Leonard, an anthropological linguist, is to spend a year living with the Inughuit people of northwest Greenland, a tiny community whose members manage to live a similar hunting and gathering life to their ancestors. They speak a language—the dialect is called Inuktun—that has never fully been written down, and they pass down their stories and traditions orally.
- 5 “Climate change means they have around 10 or 15 years left,” said Leonard. “Then they’ll have to move south and in all probability move in to modern flats.” If that happens, an entire language and culture is likely to disappear.
- 6 There is no Inughuit written literature but a very strong and “distinctive, intangible cultural heritage,” according to Leonard. “If their language dies, their heritage and identity will die with it. The aim of this project is to record and describe it and then give it back to the communities themselves in a form that future generations can use and understand.”
- 7 The Inughuits thought they were the world’s only inhabitants until an expedition led by the Scottish explorer John Ross came across them in 1818.
- 8 Unlike other Inuit communities they were not significantly influenced by the arrival of Christianity in Greenland—so they retain elements of a much older, shamanic culture—and their life is not very different now to how it always has been. Many of the men spend weeks away from home hunting seals, narwhal, walruses, whales and other mammals. And while they have tents, they still build igloos when conditions get really bad.
- 9 Their language is regarded as something of a linguistic “fossil” and one of the oldest and most “pure” Inuit dialects.

- 10 Leonard was yesterday saying goodbye to family and friends in Eastbourne. On Sunday he flies to Copenhagen—"it's the only place you can buy a Greenlandic-Danish dictionary"—and then it's off to Greenland, taking two internal flights to get to the main Inughuit settlement in Qaanaaq on the northwest coast of Greenland, north of Baffin Bay.
- 11 There, Leonard expects to hone his linguistic skills and build contacts for seven or eight months before moving to the most traditional Inughuit outpost in Siorapaluk, the most northern permanently inhabited settlement in the world, where about 70 Inughuit live. It will be here that Leonard hopes to hear the storytelling that lies at the heart of the culture.
- 12 Leonard's interest in the Inughuits began 10 years ago when he read Marie Herbert's book *The Snow People*, an account of life with the Inughuits, but it is only recently that he learned how imminent the threat is to their way of life and their culture.
- 13 "I just hadn't realized how endangered the community was and this whole culture could simply die, disappear. Normally languages die out because it is parents deciding they don't want their children to speak it."
- 14 Leonard, who is 36, will have to adapt to many things, not least the extreme temperatures. Although the average temperature is  $-25^{\circ}\text{C}$ , it can plummet to  $-40^{\circ}$  or soar to zero in the summer. Then there is the Arctic darkness, with the sun expected to go down on October 24 and not rise again

### Did You Know?

Language defines a culture. The rate of language disappearance has accelerated dramatically in recent years.



© AP Photo/John McConnico

- A language dies every 14 days.
- There are more than 7,000 languages spoken on Earth, many of which are not recorded.
- By 2100, more than half of all existing languages may disappear.
- A language often disappears because a more powerful group's language renders it obsolete.
- Some geographic areas—in particular Siberia and Northern Australia—are under a severe threat of language disappearance.
- Studying language helps us understand how people communicate and store information. A lost language means a lost opportunity to learn how our brains work.

until March 8. It is this time of year that elders talk and pass on their stories and poetry.

- 15 Nevertheless, Leonard admitted: "I don't really know how I'm going to deal with it, to be honest."
- 16 There appears to be a certain inevitability to the Inughuits being soon forced from their ancient homeland to southern Greenland, making Leonard's mission all the more pressing. Climate change is already leading to a noticeable reduction in seal numbers and the ice will soon become so thin that it will be impossible to use dog sleds.
- 17 Leonard intends to record the Inughuits and, rather than writing a grammar or dictionary, produce an "ethnography of speaking" to show how their language and culture are interconnected. The recordings will be digitized and archived and returned to the community in their own language.
- 18 "These communities, which could be just years from fragmentation, want their cultural plight to be known to the rest of the world," he said.
- 19 Although the climate change catastrophe facing the Arctic is well documented and the Inughuits are visited frequently, Leonard hopes his visit will be more meaningful than others.
- 20 "One thing I have been told is that they are tired of journalists popping in and reporting how awful it is that the icebergs are melting and then that's it, so they are keen that someone comes and lives with them and reports back."

## English II Short Answer Connecting Selections

How is the loss of language important in “Tehuelche” and “Linguist on Mission to Save Inuit ‘Fossil Language’ Disappearing with the Ice”? Support your answer with evidence from **both** selections.



## **Score Point 0—Insufficient Response to the Question**

**Insufficient responses indicate a very limited reading performance.**

These responses have one of the following problems.

- ❑ For one or both selections, the idea is not an answer to the question asked.
- ❑ The idea is incorrect because it is not based on one or both selections.
- ❑ For one or both selections, the idea is too general, vague, or unclear to determine whether it is reasonable.
- ❑ No idea is present from either selection. Sometimes the response contains only text evidence from one or both selections. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.

The loss of a language is very important in both selections." But what the world was losing was priceless. He was injured to death and illness, but had never been present at anything of this magnitude." Their language is regarded as something of a linguistic fossil and one of the oldest and most pure Inuit dialects."

**Score Point 0**

Although the student provides textual evidence from both selections, he does not offer an idea about how the loss of language is important. The simple statement that the loss of language is very important in the selections does not constitute an idea. Because no idea is presented, this response is insufficient.

The loss of the languages is important because in both selections they're trying to find out the significance of the languages. They wanted to look deeper in the situation and find out more about those certain languages. Both languages are on the verge of being lost because of how old they are and that's what makes them that more exciting to find out about.

**Score Point 0**

The student presents an idea that is too vague to determine whether it is reasonable. Phrases such as "find out the significance of the language" and "look deeper into the situation" are not specific enough to be a valid answer to the question asked.

Loss of language is important in 'Tehuelche' because it's becoming extinct and there's only a few people left who speak it. "Tehuelche is a dying language. A few years ago, there were four native speakers all very old... it may be safe to assume that my grandmother is the last one alive." So the sick woman is the only one left who knows the language.

**Score Point 0**

The student presents a reasonable idea for "Tehuelche" and supports the idea with relevant textual evidence. However, the response contains neither an idea nor textual evidence for "Linguist on Mission." Because both selections are not addressed, this response is insufficient.

The loss of a language is important in "Tehuelche" because Alejandro is trying to save a woman's life but can't because he doesn't know the language and not many other people do either. It is important in "Linguist on Mission to Save Inuit 'Fossil Language' Disappearing with the Ice" because in the passage Leonard states that "if their language dies, their heritage and identity will die with it."

**Score Point 0**

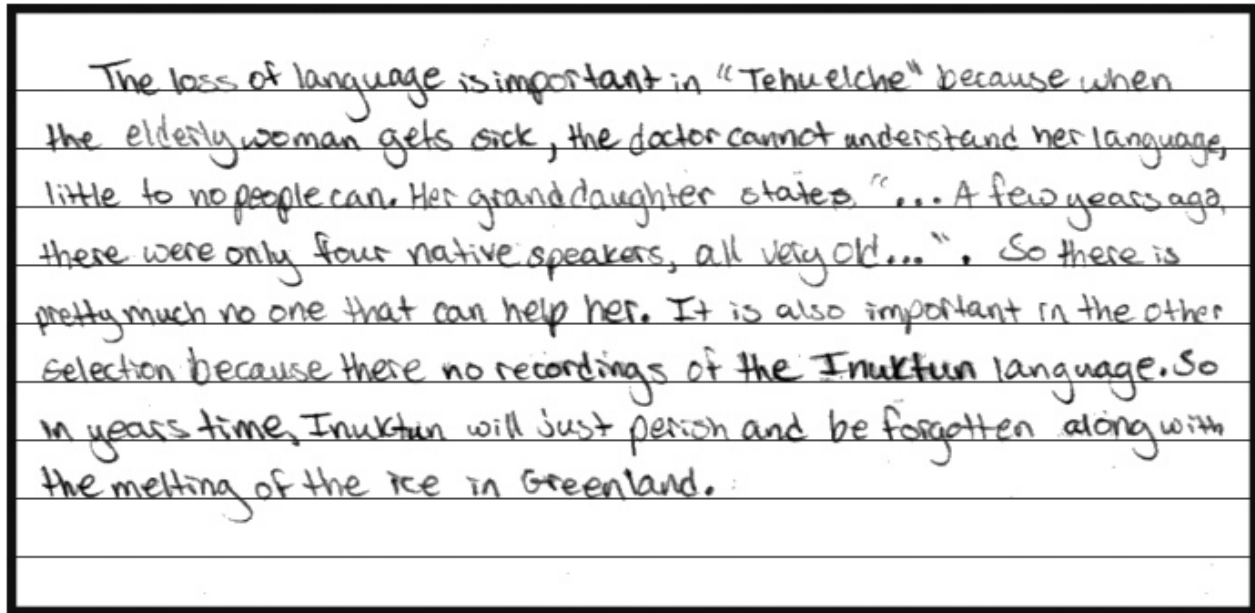
The student presents a specific idea for "Tehuelche" that answers the question asked. However, the student offers no textual evidence. For "Linguist on Mission," the student provides textual evidence but does not offer an idea. A response that contains only an idea for one selection and only textual evidence for the other selection indicates that the reading performance is very limited.

## **Score Point 1—Partially Sufficient Response to the Question**

**Partially sufficient responses indicate a basic reading performance.**

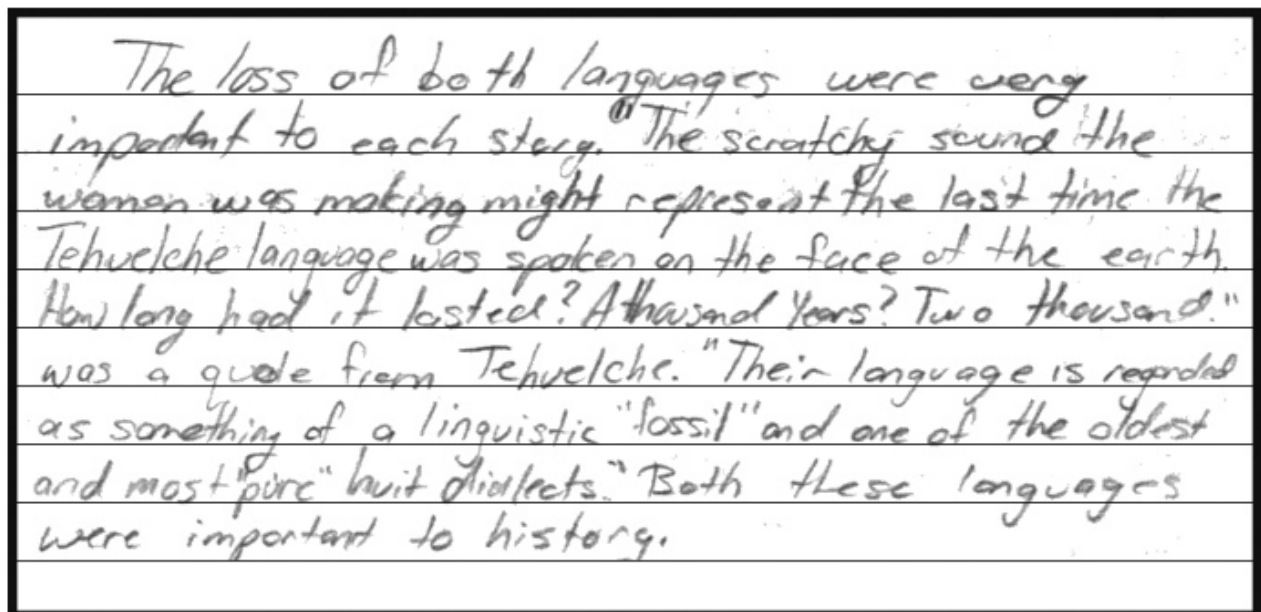
These responses have one of the following characteristics.

- ❑ The idea is reasonable for both selections, but the response contains no text evidence (from one or both selections).
- ❑ The idea is reasonable for both selections, but the text evidence (from one or both selections) is flawed and does not adequately support the idea. Text evidence is considered inadequate when it is
  - only a general reference to the text,
  - too partial to support the idea,
  - weakly linked to the idea, or
  - used inappropriately because it wrongly manipulates the meaning of the text.
- ❑ For one or both selections, the idea needs more explanation or specificity even though it is supported with text evidence from both selections.
- ❑ For one or both selections, the idea represents only a literal reading of the text, with or without text evidence (from one or both selections).
- ❑ The response contains relevant textual evidence from both selections, but the student offers an idea that is reasonable for only one selection.
- ❑ The response contains an idea and relevant text evidence for both selections, but the idea for one selection contains an inaccuracy.



**Score Point 1**

The student offers the reasonable idea for "Tehuelche" that the doctor cannot help the elderly woman because no one can understand her language. The textual evidence provided for "Tehuelche" is flawed because it is too partial to directly support the idea that the doctor could not help the woman due to a language barrier. For "Linguist on Mission," the student offers the reasonable idea that the Inughuit will perish and be forgotten because there are no recordings of their language, but the student provides no textual evidence to support this idea. The student's problems with textual evidence cause this response to be only partially sufficient.



**Score Point 1**

The student offers the idea that both languages were important to history and supports this idea with textual evidence from the selections. However, the idea needs more explanation or specificity to be considered reasonable. Therefore, this response is only partially sufficient.

The loss of language is important in both of these stories because they both spark a concern in people and show the importance of a culture to history. In paragraphs 36-37 of Tehuekhe the doctor realizes what the old lady is doing and comes to understand why she's doing it and stays and listens to her talk because he knows the importance of her culture to history. In the other story paragraph 17 the researcher is so concerned with the language and culture of the Inuit he is making a way to show how their culture and language are connected.

### Score Point 1

The student offers the reasonable idea that, in both selections, the loss of language is important because it sparks a concern in people about the importance of a culture to history. Although the student attempts to provide textual evidence to support the idea, this evidence is flawed. The sentences stating that the “doctor realizes what she is doing and comes to understand why she’s doing it and stays and listens to her talk” and “the researcher is so concerned with the language and culture...he is making a way to show how their culture and language are connected” are general references to the text; neither is specific enough to be considered a paraphrase. The lack of adequate support for the idea causes the student’s reading performance to be basic.

### Connecting — 8

In the selection “Tehuekhe” the loss of language shows a heavy emotional impact towards both the doctor and also the granddaughter of the dying woman. These two stories both share the idea and thought of how important these two languages are for all of humanity; the two lead characters observe the absolute physical and emotional effects that losing these languages could provide. In “Tehuekhe” the doctor wants to save every last word the dying woman says. While Stephen Leonard heavily emphasizes the importance of recording and restoring this dying language..

### Score Point 1

The student presents the analysis that the loss of language is important because languages are essential for all of humanity and that the doctor and Stephen Leonard experience first-hand the physical and emotional effects of losing a language. However, the student provides no text evidence to support the analysis, making this response only partially sufficient.

## **Score Point 2—Sufficient Response to the Question**

**Sufficient responses indicate a satisfactory reading performance.**

These responses have the following characteristics.

- ❑ For both selections, the idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the selections and draw valid conclusions.
- ❑ For both selections, the text evidence that is used to support the idea is accurate and relevant.
- ❑ For both selections, the idea and text evidence used to support it are clearly linked.
- ❑ For both selections, the combination of the idea and the text evidence demonstrates a good understanding of the text.



It's important because it will mean the end of their culture and their language. As Dr. Benetti listened to the scratchy sounds the dying woman was making, he realized that it may be the last time anyone ever spoke the Tehuelche language. If the language of the Inghuit people dies, then their heritage and identity will die with it, according to Leonard.

**Score Point 2**

The student offers the reasonable idea that the loss of language is important because it will mean the end of the culture and language of the Tuhuelche and Inghuit people. The student uses paraphrased text from each selection to sufficiently support the idea. Because the student makes an appropriate connection across the selections and provides relevant support, this response represents a satisfactory reading performance.

Connecting — 10

The loss of a language in "Tehuelche" and "Linguist on Mission to Save Inuit 'Fossil Language' Disappearing with the Ice" is important because both selections are about losing priceless languages that have been there for thousands of years. "The scratchy sounds the woman was making might represent the last time the Tehuelche language was spoken on the face of the Earth." "Their language is regarded as something of a linguistic 'fossil' and one of the oldest and most 'pure' Inuit dialects." Evidence from both stories show the importance of losing a language.

**Score Point 2**

The student presents the reasonable idea that the loss is important because the cultures in both selections are losing priceless languages that have been there for thousands of years. Direct quotations are provided from both selections to support the idea, making this a sufficient response.



The way people showed their concern in both selections showed that the loss of an old language was a very serious situation. Stephen Leonard was worried about how climate change affect the Inuit's language if they have to move because of the melting ice. "I just hadn't realized how endangered this community was... it could simply die." And when Dr. Alejandra "wanted to take Gemma by the shoulders, shake her and tell her to appreciate the importance of the moment," that showed his concern that they would never hear the grandmother's language again.

**Score Point 2**

The student offers the reasonable idea that Stephen Leonard from "Linguist on Mission" and Dr. Alejandro Benetti from "Tehuelche" show how the loss of language is a serious situation. The student specifically explains how they express their concern and provides clearly linked direct quotations from the selections as support. This response is sufficient because the student demonstrates a good understanding of the texts.

The loss of language present in "Tehuelche," and "Linguist on Mission to Save Inuit 'Fossil Language' Disappearing with the Ice," is important due to the death of a language being akin to the death of a culture. Stephen Pax Leonard, the researcher from "Linguist on Mission to Save Inuit 'Fossil Language' Disappearing with the Ice," asserted that "If their language dies, their heritage and identity die with it." By extension, Dr. Alejandro Benetti realized this in "Tehuelche," and, realizing that he was witnessing the death of Tehuelche culture, he "listened harder than he'd ever listened to anything in his life."

**Score Point 2**

The student presents the idea that the loss of a language is the same as the death of a culture. The way in which the student links language and culture shows the ability to make appropriate connections and draw valid conclusions. The text evidence the student uses from each selection clearly supports the idea. This response represents a satisfactory reading performance.

## **Score Point 3—Exemplary Response to the Question**

**Exemplary responses indicate an accomplished reading performance.**

These responses have the following characteristics.

- ❑ For both selections, the idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across both selections.
- ❑ For both selections, the text evidence that is used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- ❑ For both selections, the combination of the idea and the text evidence demonstrates a deep understanding of the text.

The loss of a language is important in both selections because in both selections, the people were fearful about an entire history and culture being lost along with the language. An example would be in "Tehuelche" when the author says the doctor thought, "What the world was losing was priceless." The "priceless" thing being mentioned was the Tehuelche language, and when it goes, so does the history and culture goes with it. It was the same with the Inghuits in the second selection in which Dr. Leonard had to "document the language and traditions of an entire culture" before the Inghuits left their homeland and joined modern society because "if that happens, an entire language and culture is likely to disappear."

### Score Point 3

The student presents the idea that Dr. Benetti and Stephen Leonard both fear that the loss of language can lead to the loss of an entire history and culture. By specifically comparing their fear, the student is able to develop a coherent explanation of the idea. Specific and well-chosen direct quotations support this explanation. The perceptive analysis and well-chosen text show that the student can make discerning connections across the selections, indicating an accomplished reading performance.

The loss of language is important in "Tehuelche" because it is keeping a patient from getting better and therefore creates the story's conflict. "Did you ask her what was wrong?" "Of course, but... she doesn't speak any Spanish." (p. 6 and 7) The language barrier here is due to the lack of the patient's native language speaker and is keeping the patient from getting better. This causes the main problem in the story. The loss of language in "Linguist on Mission," however is the call to action of the main character. "Leonard intends to record the Inghuits and... produce an 'ethnography of speaking'" (p. 17) The loss of the Inghuit language is the driving force behind Leonard's expedition and without it there would be no story. The loss of language affects the story structure in both selections drastically.

### Score Point 3

In this exemplary response, the student analyzes how the loss of language functions in each selection. The student develops this analysis by specifically explaining how the loss of language is the underlying idea that creates the conflict in "Tehuelche" and propels the events in "Linguist on Mission." The student shows a deep understanding of the texts by providing well-chosen text evidence that strongly supports this perceptive analysis.

The loss of a language in "Tehuelche" is important on a more personal level, whereas the loss in "Fossil Language" takes place on a larger scale, professional level. In the patient's last moments, Benetti "listened harder than he'd ever listened to anything in his life," because he personally realized that he was witnessing the death of an ancient language, and more or less the culture that it belonged to. However, the reporter in "Fossil Language" is taking a more professional trip to visit the Inuit in Greenland. He went to spend time amongst them, recording their language and culture before "an entire language and culture is likely to disappear." Though the language may die out in a couple of years, Benetti witnessed the final act, while Leonard is trying to prevent that from happening to the Inuit.

### Score Point 3

The student presents the idea that the loss of language can affect people's actions at an individual, private level as well as at a public, more global level. This idea is strengthened by the student's explanation of how loss of language is explored in each selection: Benetti personally realizes he is witnessing the death of an ancient culture, while Stephen Leonard is trying to preserve the ancient culture of the Inughuits. For both selections, the analysis is perceptive and demonstrates the student's ability to make discerning connections across the selections. The textual evidence provided to support the analysis is specific and well chosen, making this an exemplary response.

It's more than the loss of a language to Alejandro and Leonard; it's respecting a culture and not wanting it to die. In a more literal sense for Alejandro, because that old woman was all that was left of the Tehuelche. Once he realized the impact of her soon passing, he "listened harder than he'd ever listened to anything in his life." He, at the end, appreciated the culture. For Leonard though, he has understood the beauty of the Inughuit language for years. The future loss of this language is devastating to him because he wants to "give it back to the communities themselves in a form that future generations can use and understand." These languages dying represent how fast and severely the world is changing.

### Score Point 3

In this exemplary response, the student presents the idea that Dr. Benetti and Stephen Leonard respect a culture and don't want it to die. The student shows an ability to make discerning connections across the selections by comparing how Benetti and Leonard experience loss of language—Benetti at the moment the old woman is dying and Leonard over a period of years. The student provides well-chosen direct quotations from each selection that strongly support the validity of the idea.