

# True Courage

## Does courage always require overt acts of bravery?

Survivors from the Titanic reported that the ship's musicians played music to keep the passengers calm, as the lifeboats were loaded. Consider the following excerpt from *Titanic: Voices from the Disaster* written by Deborah Hopkinson (2012, p. 236) as you write your response.

*Wallace Henry Hartley, age thirty-three, was born in England, where he became a violinist. He was the band leader on the Titanic and traveled second class. He became famous for leading his musicians in ragtime tunes after the collision until almost the end. People interested in the Titanic still debate and wonder what was the band's final song; some passengers recall hearing "Nearer My God To Thee," while other eyewitnesses such as Harold Bride remember hearing "Songe d'Automne." Wallace Hartley and the seven members of the Titanic's orchestra died in the sinking.*

Write a well-developed argument that includes an engaging opening statement of your position. Provide at least 3 reasons/evidence from the texts you have read to support your position.

Use the checklist below to help you during the writing process.

### CHECKLIST:

- Do I introduce my position in a clear, engaging manner? **W.6.1a**
- Do I organize the reasons and evidence in a logical manner? **W.6.1a**
- Do I provide at least three specific reasons (from texts read during this unit) for my position? **W.6.1b**
- Do I use words and phrases to clarify the relationship among claims & reasons? **W.6.1c**  
(Ex: as a result, hence, therefore, thus proving, etc.)
- Did I use the rubric to self-edit my writing? **W.6.5**

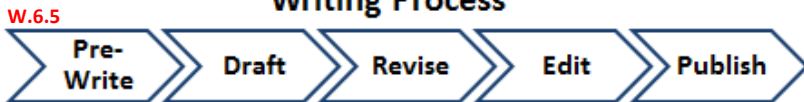


Name: \_\_\_\_\_



Points Possible	Requirement	Points Earned
	<b><u>IDEAS</u></b>	
	<input type="checkbox"/> I clearly introduced the topic and thoroughly described my argument. <b>W.6.5</b> <input type="checkbox"/> I supported my argument by including clear reasons and relevant evidence from credible sources. <b>W.6.1b</b> <input type="checkbox"/> My conclusions are logical and focused with no irrelevant details. <b>W.6.1</b>	
	<b><u>Organization</u></b>	
	<input type="checkbox"/> I logically ordered my writing by first explaining the topic, then describing my specific argument, and finally supporting my opinion with details. <b>W.6.1a</b> <input type="checkbox"/> I organized my writing into paragraphs. <b>W.6.1a</b>	
	<b><u>Voice</u></b>	
	<input type="checkbox"/> I argued my opinion to the audience in a persuasive manner. <b>W.6.1d</b>	
	<b><u>Word Choice</u></b>	
	<input type="checkbox"/> I used appropriate words and phrases to clarify the relationship among claims and reasons. <b>W.6.1c</b> <input type="checkbox"/> I used essential and varied vocabulary to persuade & interest the audience. <b>L.6.6</b>	
	<b><u>Sentence Fluency</u></b>	
	<input type="checkbox"/> My writing sounds perfect when I read aloud. <b>L.6.3</b> <input type="checkbox"/> I used different types of sentences throughout my writing. <b>L.6.3a</b>	
	<b><u>Conventions</u></b>	
	<input type="checkbox"/> I used correct capitalization, punctuation, grammar, and spelling. <b>W.6.3</b>	
	<b><u>Presentation</u></b>	
	<input type="checkbox"/> The presentation of the text enhances the message. <b>W.6.4 &amp; W.6.6</b>	

**Writing Process**



<b>W.6.5 Editing</b>		✓	Date	<b>Teacher / Student Conference</b>	
Self-Edit: I have used the checklist/rubric to edit my work.				<b>W.6.5</b>	
				Yes	No
Peer-Edit: _____ used the checklist/rubric to edit my writing.				Teacher Initials	Date
				Revision Decision	

Teacher Comments