



NAACP
PADUCAH BRANCH

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2025 FREDRICKIA HARGROVE POSTER CONTEST

Division 2: 4th-5th Grade

Opinion Essay Prompt

SCENARIO

Imagine you are the captain of a ship sailing through stormy seas. Your crew is diverse, with sailors from different backgrounds and experiences. Some are strong and brave, others are clever and resourceful, and some are kind and compassionate. As the captain, your job is to guide your crew through the storm, ensuring everyone works together to reach the safety of the shore.

Just like a ship's captain, leaders in our schools and communities must navigate challenges and bring people together. They must build bridges between different groups, listen to diverse perspectives, and find solutions that work for everyone. Think about the leaders you admire – teachers, principals, coaches, or even older students.

What qualities make them influential leaders? Do they make everyone feel included and valued? Do they listen to everyone's ideas? Do they find ways to resolve conflicts peacefully?

WRITING TASK

In your essay, share your opinion on what makes a great leader in today's world. Do you think great leaders build bridges or walls? What qualities do they have that help them bring people together and create positive change? Use examples from your own life, stories you've heard, or things you've learned in school to support your opinion.

SUPPORTING YOUR OPINION:

Think about these questions as you write your essay:

- What are some of the challenges that leaders face in our schools and communities?
- How can leaders build bridges between people from different backgrounds and with different opinions?
- What are some examples of leaders who have successfully built bridges and made a positive impact?
- What can you do to be a bridge builder in your school and community?

ALIGNMENT WITH KENTUCKY WRITING STANDARDS:

This essay prompt aligns with the Kentucky Academic Standards for Writing for 4th and 5th grade, specifically the standards for opinion writing (W.4.1, W.5.1) and using supporting



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details (W.4.2, W.5.2). Students will need to state their opinion clearly, provide reasons and evidence to support their opinion, and logically organize their writing.

ADDITIONAL NOTES:

- Encourage students to use their own words and voice in their writing.
- Remind students to use proper grammar, spelling, and punctuation.
- Consider providing a graphic organizer or outline to help students structure their essays.
- Discuss examples of leaders who have built bridges and made a positive impact, such as historical figures, community leaders, or even fictional characters.

ESSAY SCORESHEET

Student ID Number: 0
 Grade Level: 4th-5th

Competition: 0
 Set Number: 0
 Round: 0

Total Points 0
 Rank 1

SECTION 1: SPECIFIC COMPONENTS OF THE ESSAY

COMPONENT	ANALYSIS QUESTION	1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10	SCORE
1.) Introduction/Hook	<i>Did the opening sentence or hook effectively capture your attention and make you want to continue reading?</i>	The opening does not capture attention	The opening somewhat captures attention	The opening moderately captures attention	The opening strongly captures attention	
2.) Opinion/Argument	<i>How clear and specific is the opinion/argument presented in the introduction?</i>	The opinion/argument is unclear and irrelevant	The opinion/argument is somewhat clear and relevant	The opinion/argument is moderately clear and relevant	The opinion/argument is very clear and highly relevant	
3.) Opinion/Thesis Statement Relevance	<i>Does the opinion/thesis statement connect well with the prompt and make you understand the writer's</i>	The opinion/thesis is unrelated to the purpose of the essay.	The opinion/thesis somewhat aligns with the purpose of the essay.	The opinion/thesis moderately aligns with the purpose of the essay.	The opinion/thesis strongly aligns with the purpose of the essay.	
4.) Opinion/Thesis Statement Points	<i>Do the points supporting the opinion/thesis make the argument clear and logical?</i>	Points are unclear and unsupported.	Points are somewhat clear and supported.	Points are moderately clear and well-supported.	Points are very clear and highly supported.	
5.) Idea Transition	<i>How smoothly do the ideas transition from one to another in the essay?</i>	Ideas transition poorly and disrupt understanding.	Ideas somewhat transition smoothly, but with some disruption.	Ideas moderately transition smoothly, with minimal disruption.	Ideas transition very smoothly with no disruption.	
6.) Idea Development	<i>Are the ideas in the essay well-developed and explored in depth?</i>	Ideas are underdeveloped and lack depth.	Ideas are somewhat developed with moderate depth.	Ideas are moderately developed with some depth.	Ideas are very well-developed with significant depth.	
9.) Conclusion/Call to Action	<i>Does the conclusion/call to action effectively summarize the essay and leave you with a clear understanding or course</i>	The conclusion/call to action is unclear or ineffective.	The conclusion/call to action is somewhat clear and effective.	The conclusion/call to action is moderately clear and effective.	The conclusion/call to action is very clear and highly effective.	

SECTION 2: HOLISTIC OVERVIEW OF THE ESSAY

10.) Purpose	<i>How well does the essay convey its purpose and make you understand the writer's intentions?</i>	The purpose is unclear and leaves the reader confused.	The purpose is somewhat conveyed but lacks clarity.	The purpose is moderately clear and understandable.	The purpose is very clear and effectively conveyed.	
11.) Audience	<i>Does the essay seem to consider its audience and effectively communicate with them?</i>	The essay neglects the audience's needs and perspective.	The essay somewhat considers the audience but lacks effectiveness.	The essay moderately considers the audience and communicates with them.	The essay effectively considers the audience and communicates with them.	
12.) Voice/Tone	<i>How well does the essay's voice and tone engage you as a reader and convey the writer's attitude?</i>	The voice and tone are unengaging and fail to convey the writer's attitude.	The voice and tone somewhat engage the reader and convey the writer's attitude.	The voice and tone moderately engage the reader and effectively convey the writer's attitude.	The voice and tone strongly engage the reader and effectively convey the writer's attitude.	
13.) Persuasive Strategies	<i>How effectively does the writer use persuasive techniques to make their opinion/argument compelling and convincing?</i>	Persuasive techniques are ineffective and fail to make the argument compelling.	Persuasive techniques are somewhat effective in making the argument compelling.	Persuasive techniques are moderately effective in making the argument compelling.	Persuasive techniques are highly effective in making the argument compelling.	
14.) Historical/Cultural Context	<i>Does the essay effectively integrate historical or cultural context to support its argument or perspective?</i>	Historical/cultural context is absent or irrelevant to the argument.	Historical/cultural context is somewhat integrated but lacks effectiveness.	Historical/cultural context is moderately integrated and supports the argument.	Historical/cultural context is effectively integrated and strongly supports the argument.	
15.) Grammar, Spelling, and Capitalization	<i>How well-written is the essay in terms of grammar, spelling, and capitalization?</i>	The essay is riddled with grammar, spelling, and capitalization errors, hindering understanding.	The essay contains some grammar, spelling, and capitalization errors, affecting readability.	The essay is mostly free of grammar, spelling, and capitalization errors, enhancing readability.	The essay is impeccably written with no grammar, spelling, or capitalization errors.	
16.) Sentence Variety	<i>How varied and engaging is the sentence structure in the essay?</i>	The essay lacks sentence variety, making the writing monotonous and uninteresting.	The essay has limited sentence variety, somewhat impacting the writing's engagement.	The essay exhibits moderate sentence variety, enhancing the writing's interest.	The essay showcases rich and varied sentence structures, greatly enhancing the writing's interest.	
17.) Vocabulary	<i>How rich and appropriate is the vocabulary used in the essay? Does it enhance the writer's argument and make the essay more engaging to read?</i>	The vocabulary is limited and inappropriate, detracting from the argument's persuasiveness.	The vocabulary is somewhat rich and appropriate, but lacks impact.	The vocabulary is moderately rich and appropriate, enhancing the argument's persuasiveness.	The vocabulary is highly rich and appropriate, greatly enhancing the argument's persuasiveness.	