Rubrics for Chapter 2 Writing Assignments

Guidelines for Student Answers and Portfolio

1. All student answers should be in essay form, unless otherwise instructed, containing enough paragraphs to cover the assignments effectively.
2. The student should place all writing assignments in an orderly fashion in a notebook portfolio. The student will use the portfolio to monitor improvement in writing.
3. In each writing assignment, the student should be held accountable for grammar, spelling, capitalization, punctuation, and sentence structure (no fragments or run-ons).

Teacher Note: This course is designed to stretch the student, and the student should be challenged—not allowed to turn in mediocre work that only "squeaks by". This course is also patterned to comply with state requirements for learning. Even though the student may self grade paragraph responses not designated for teacher scoring, you as the teacher are encouraged to familiarize yourself with the material to be sure that the student is writing adequate responses and is being challenged in his/her writing skills in order to excel in grade level testing.

Lesson 1 Writing Assignments

Activity #20
The purpose of this activity is to measure the student's ability to understand a literary concept and then to be able to apply it on his/her own terms. The student is expected to: 1) explain an undeveloped idea and provide an example, such as, if the main character is shipwrecked, the author would be sure to develop the idea of what happened to the character after the shipwreck. Or, for example, if the main character is expecting a child, and she is in a car wreck, the author would be sure to develop the idea of what happened to the character and the baby, etc.).; 2) explain an erroneous detail and provide an example, such as if the main character lives in Germany during the 1500s, he would not sit down to eat a taco (wrong place for that style of food and wrong time in history).

Lesson 2 Writing Assignments

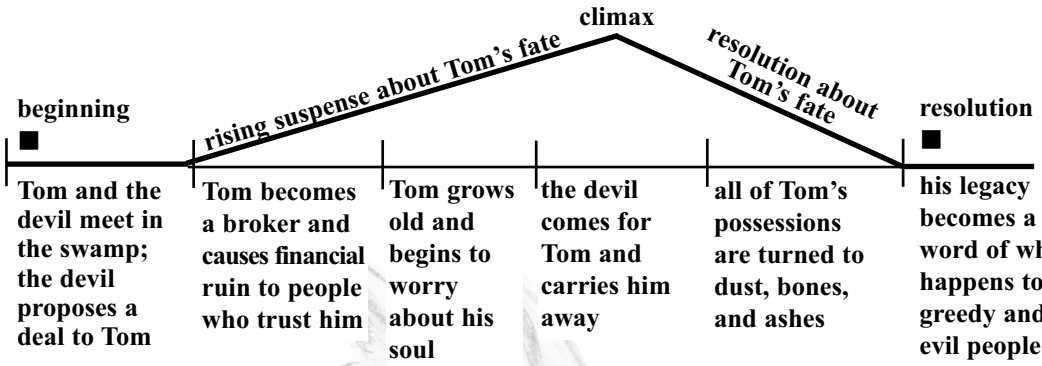
Activity #58
The purpose of this activity is to enhance the student's ability to detect hidden meaning in a text, beyond the surface plot and to interpret that meaning in a way that is consistent with the text. You as the teacher need to be familiar with the text in order for you to be able to hold the student responsible and challenge the student to respond accurately. The student should: 1) explain the meaning of the word "didactic"; 2) explain how that word applies to the story; 3) provide a moral that is substantiated by the text. You (the teacher) should allow for a wide latitude on interpretation of the meaning of the story, but don't allow the student to be too far-fetched. He/she should support meaning with evidence from the text.

Lesson 3 Writing Assignment

Activity #41
The purpose of this activity is to help the student map his/her way through a text using the plot mapping study technique. The student needs to be able to place on the map the beginning of the story, the main events throughout the story, including the climax, and the resolution. The map should follow the angled format, rather than the flat, time line format.

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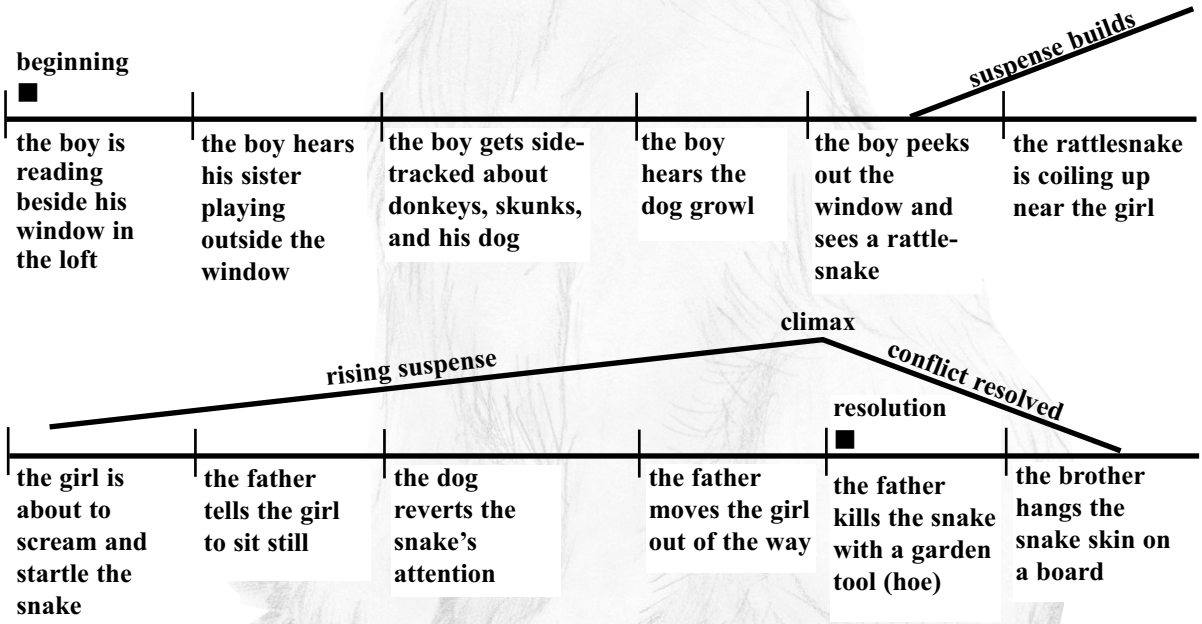
The map should resemble the following very closely.



Lesson 4 Writing Assignment

Activity #10

The purpose of this activity is to help the student map his/her way through a text using the plot mapping study technique. The student needs to be able to place on the map the beginning of the story, the main events throughout the story, including the climax, and the resolution. The map should follow the angled format, rather than the flat, time line format. The student should use only the phrases from the Word Bank. The map should look like the following.



Activity #29

The purpose of this activity is for the student to analyze the appropriatness of a title for a literary work. In his essay, the student needs to: 1) name the title "A Boy Becomes a Man"; 2) discuss its possible meaning and relevancy to the actual text; 3) define what the narrator (the father) meant by "manhood", i.e. "adult" behavior, verses childish behavior, such as gentleness mixed with strength, respect for the kitten's life, taking on the challenge that seemed impossible, exhibiting patience and endurance, and other "mature minded" behavior;

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4) support the idea that even though the kitten seems to be the main character, the title indicates that the son is the main character, with the kitten as the catalyst that causes the epiphany of the son (a pivotal time in his life).

Activity #30
The purpose of this activity is to analyze the critical literary element of conflict. The student needs to: 1) articulate which type of conflict is most involved in the story; 2) the student needs to pose a possible alternate conflict (a close secondary conflict). The student should provide evidence that two types of conflict are involved in this plot: 1) one conflict arises when the son is fighting against a predicament that is out of his control—he is fighting to save the kitten's life (this represents man in conflict with nature); 2) however, because of what the narrator has insinuated about the son's inner struggles to become a man, instead of remaining an impulsive, rash youth, the main conflict arises within the son himself—he struggles with his own soul to do what is right by the helpless kitten (this represents man against himself).

Activity #33
The purpose of this activity is to help the student recognize and analyze a writer's unique voice and style. The student needs to be able to articulate what makes a specific writer unique by pointing out those unique elements. The student should: 1) identify that this author often writes in first person point of view; 2) this author often incorporates a "soft" moral or lesson in the story or uses the virtues of his characters to get across a moral idea; 3) this author writes using rural settings, and more specifically the home or ranch; 4) the tone is reflective, as if the author is recalling these events from childhood and not making them up for a fictional work.

Activity #35
This activity is an extension to the one above. The student needs to be able to identify specific elements of a literary work and use it to point to an author's style. The student should point out that both excerpts are written in first person; however the similarities end there. The excerpt on the left is indicative of Johnson's style for several reasons: 1) it is written in a reflective tone that is conversational; 2) it focuses on family relationships; 3) it has a rural setting, indicated by the word "barn"; 4) the narrator is a youth or preteen child; 5) it teaches a moral of obedience. The student should articulate why the excerpt on the right is not Johnson's style, such as: 1) it uses a plethora of description, which could be Johnson's style, however, the language is a little fancy and overdone for Johnson; 2) the word "sombrero" is not Johnson's style; 3) Johnson is not typically overtly expressive with words such as "Oh my! God's handiwork was beautiful!" 4) the narrator is more adult-like and possibly a traveler overlooking a canyon (not a home or ranch scene typical of Johnson's writings).

Lesson 5 Writing Assignment

Activity #33
The purpose of this activity is to help the student recognize and analyze a writer's unique voice and style. The student needs to be able to articulate what makes a specific writer unique by pointing out those unique elements. The student should: 1) identify that this author often writes in first person point of view; 2) this author's narrator often promises to tell the truth; 3) the language and tone are "folksy" and unsophisticated, with fancy words thrown in that seem ridiculous, such as "commenced" and "respectable"; 4) this author's tales are often exaggerated and humorous, such as his description of the scene with the Widow Douglas.

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RESEARCH PAPER

The purpose of this activity is to enhance the student's research and writing skills. The student needs to be able to conduct research in primary and secondary sources to accomplish a specific task: that of substantiating or discrediting the comments about Mark Twain. The student should track his research through the use of note cards and source cards. The student should outline his essay and produce a rough draft of 10-14 paragraphs (500-700 words). The student should demonstrate that he has proofed and edited his rough draft for corrections, ommissions, additions, grammar, sentence structure, punctuation, capitalization, etc. (Refer to *English Writing Skills*, Chapter 5 from this same publisher to "brush up" on research paper requirements.)

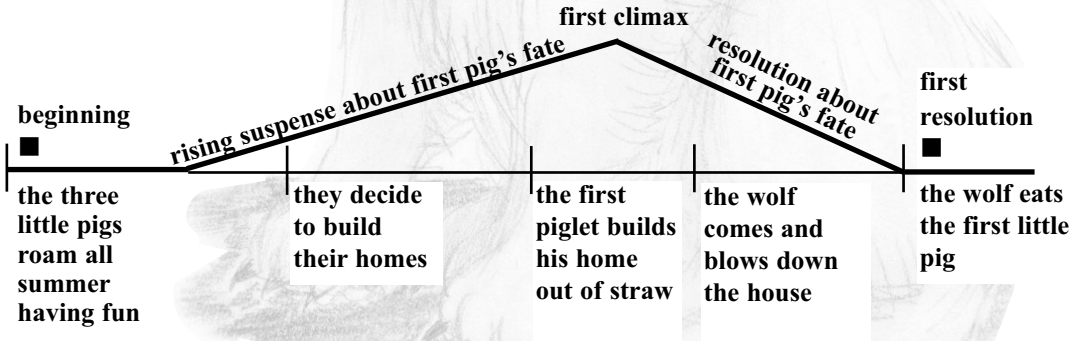
For this research paper, the student must: 1) identify his topic as supporting or discrediting the statements that Mark Twain was "brilliant" and "complex", that few people could write as well as he, and that his personal history provided ample "ammunition" for his colorful tales. The student should 2) clearly and firmly state his thesis; 3) support that thesis with his sources and original thought on the topic; 4) articulate his concepts coherently and with credibility; 5) lead the reader through the essay with effective transitions; and 5) conclude with a sense of accomplishment or finality on the subject.

PUBLICATION OF STUDENT WORKS: To publish student works, post writing assignments in public view or print them and distribute them to other students, faculty, citizens, etc. if you deem them appropriate, unique, and original enough and reflect well upon your school. Or, contact your school or local paper or other publishing entity, and request publication of the works in a special feature.

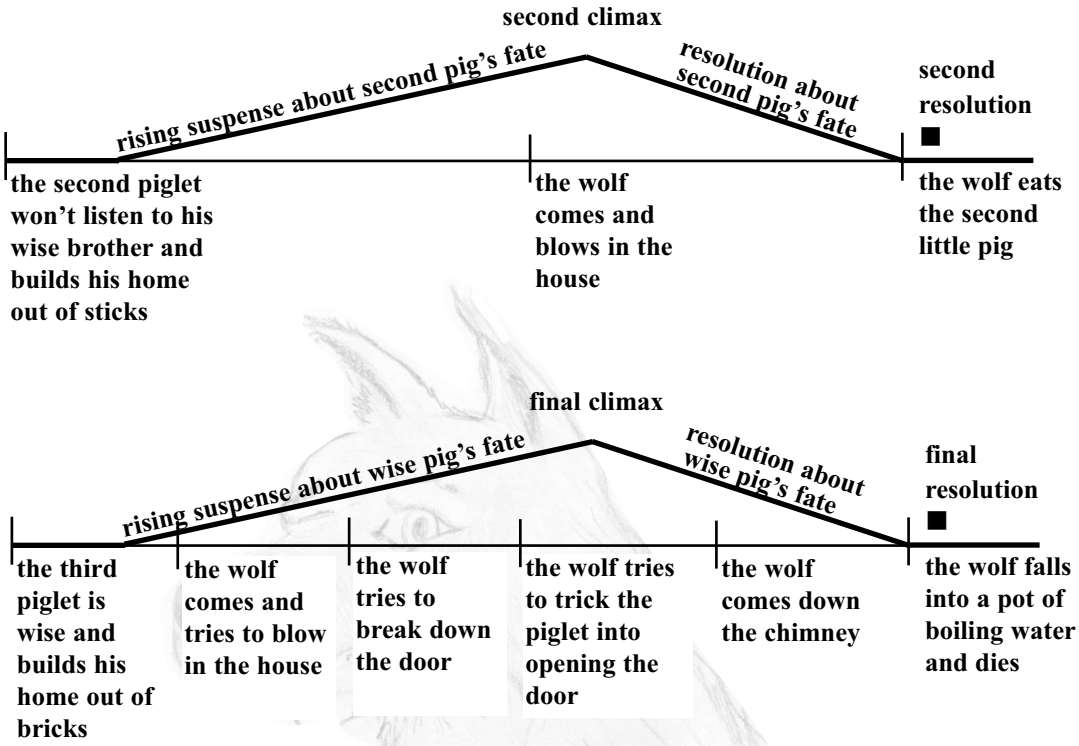
Lesson 6 Writing Assignment

Activity #12

The purpose of this activity is to help the student map his/her way through a text using the plot mapping study technique. The student needs to be able to place on the map the beginning of the story, the main events throughout the story, including the climax, and the resolution. Because this story has two smaller climaxes (the first two pigs), all three climaxes should be mapped. The map should follow the angled format, rather than the flat, time line format, and should resemble the following very closely.



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Activity #40

<u>The purpose of this activity is for the student to analyze the specific genre of literature and to be able to defend that genre by articulating its elements.</u> The student needs to: 1) provide a basic definition of a "fable", such as it being a tale with "fabricated" or "fabulous" characters who are unrealistic, the tale is used to promote a wisdom or virue, the tale uses animals or elements of nature to depict human vices, follies, and weaknesses, etc. 2) support the idea that Aesop's tales are true fables; 3) cite specific stories, such as "The Fox and the Crow"; 4) provide evidence of "fable like" elements from those specific fables, such as, in "The Fox and the Crow", the exaggerated (unrealistic) conversation between the fox and the crow, the implication of human failings, such as the crow's vanity, and the moral or life lesson in the tale, such the insinuation that when we succome to flattery and vanity, our hard earned accomplish may evaporate to nothing.

Lesson 7 Writing Assignment

Activity #37

<u>The purpose of this activity is for the student to analyze the specific genre of literature and to be able to defend that genre by articulating its elements.</u> The student needs to: 1) provide a basic definition of a "myth", such as it being a fanciful tale with gods, goddesses, and superheroes who interact with humans, the tale is used to explain a phenomena, cultural practice, or natural object, such as the moon, the tides, fire, etc. 2) support the idea that "Dong Young's Wife" is a true myth; 3) cite specific examples in the story, such as the mythical wife who was sent to provide for the son, the involvement of the Emporer of Heaven in the life of a human. 4) explain that "Dong Young's Wife" doesn't seem to explain a natural object, phenomena or cultural practice, except perhaps to stress the importance of repaying one's debts, which could be construed to be a cultural practice.

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Activity #38
The purpose of this activity is for the student to analyze the specific genre of literature and to be able to defend that genre by articulating its elements. The student needs to: 1) provide a basic definition of a "myth", such as it being a fanciful tale with gods, goddesses, and superheroes who interact with humans, the tale is used to explain a phenomena, cultural practice, or natural object, such as the moon, the tides, fire, etc. 2) provide a basic definition of a "fable", such as it being a tale with "fabricated" or "fabulous" characters who are unrealistic, the tale is used to promote a wisdom or virue, the tale uses animals or elements of nature to depict human vices, follies, and weaknesses, etc. 3) support the idea that "Why the North Star Stands Still" is a myth, rather than a fable; 4) cite specific examples of why it could be confused for a fable, such as the main character being an animal (a mountain goat), and the son's folly of having climbed to where he could not get down; 5) explain the differences that set apart the story as a myth rather than a fable, such as the mythical event of the father turning his son into an immortal being, and the explanation of a natural object, such as the North Star and why it always shines.

Lesson 8 Writing Assignments

Activity #7
The purpose of this activity is for the student to analyze a particular character in a story and to inspect that character's motives and actions. Provide a wide latitude for interpretation in student's responses. However, the response should show careful thought and should make a reference to the father's moral weakness of being more willing to sacrifice his daughter rather than himself, perhaps to fear, selfishness, or lack of love.

Activity # 27
The purpose of this activity is for the student to analyze a particular aspect of a story. Provide a wide latitude for interpretation in student's responses. However, the response should show careful analysis and should include these elements: 1) the father considered the girl a scapegoat to get himself out of trouble with the devil; 2) the prince saw the girl's worth and loved her despite her physical handicap; 3) he even loved her when he thought she had given birth to a monster (which proved to be false and a mean trick by the devil); 4) he spent many years of his life searching for her to get her back even though, as king, he had the prerogative to divorce her and take another wife; 5) the girl's worth was established through the actions of the prince, even though other people in her life didn't value her (i.e. her father and the devil).

Lesson 9 Writing Assignments

Activity #1
The purpose of this activity is to enhance the student's ability to summarize and paraphrase. The student's response should be similar to the following: John Chapman was born September 26, 1774 in Massachusetts. By the time he was 25 years old, he was established as a nursery man. In the early 1800s, he ventured into the Northwest Territory that later became the states of Ohio, Michigan, Indiana, and Illinois. His goal was to travel the territories planting apple orchards. He never married and traveled and lived alone. He was eccentric, and his appearance and behavior gave rise to various ridiculous stories about him. He was a welcome friend to both native American and settler. He supposedly died March 18, 1845 after being exposed to the elements (cold weather) while riding to and from an expedition to repair a fence around one of his orchards.

Activity #26
The purpose of this activity is to help the student identify and articulate the elements of

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satire in a particular work of literature. The student needs to: 1) explore the nature of a true hero; 2) explain what satire is; 3) point out Irving's use of satire when he made Ichabod Crane the "hero" of the tale in "The Legend of Sleepy Hollow"; 4) explain how Ichabod Crane was quite the opposite of a hero (the antithesis of a hero); 5) point out Ichabod's vices and cowardice, verses any "heroic qualities"; 6) point out that a legend is a tale that exonerates the heroic actions of someone who actually lived; 7) point out that the "hero" of "The Legend of Sleepy Hollow" was actually a greedy coward, thus the title is in itself a satire; 8) additionally, no such person as Ichabod Crane ever lived, making this a "spoof legend" meant to amuse, rather than relate the true deeds of someone worth telling about.

Lesson 10 Writing Assignments

Activity #10
The purpose of this activity is for the student to interpret the message of a parable and to evaluate interpretations by other critics. Provide a wide latitude for interpretation, however, the student should: 1) articulate why he agrees or disagrees with the other interpretations; 2) provide a valid alternative interpretation of the parable that can be supported with evidence.

Activity #14
The purpose of this activity is for the student to interpret not only a parable, but to analyze what was the purpose of the parable and its historical context. The student should be able to explain that: 1) the parable told by the Prophet Nathan was of a rich man who stole the sheep of a poor man to feed a guest because the rich man didn't want to use one of his own sheep; 2) the parable was an allegory intended to expose a vice (sin) of David's, which was that he had stolen the only wife of a poor man and had sent the husband to the front lines of battle where David knew the man would be killed; 3) the sheep in the parable is a symbol of the woman; the rich man is a symbol of David who had many wives; the poor man is a symbol of the woman's husband.

Lesson 11 Writing Assignments

Activities #1-2
The purpose of these activities is to help the student recover when understanding breaks down. The student needs to be able to monitor his/her own understanding and needs to be able to gain control of the text by performing comprehension strategies. To enhance comprehension, the student needs to: 1) Circle words he/she does not understand; 2) Look up those words to gain understanding; 3) Reread parts of the text that he/she does not understand; 4) Ask questions, explore and/or discuss the topic, and look up helpful information in resources, such as encyclopedias, to gain better understanding. The student should not continue until he/she is able to demonstrate understanding of the text.

Activity #12
The purpose of this activity is to stretch the student's ability to understand one form of literature and to apply it to other forms. While "The Devil and Tom Walker", "The Three Little Pigs", and "Little Red Riding Hood" are stories, the student should be able to apply their plots into other literary forms, such as a drama. For example: 1) in "The Devil and Tom Walker", the actor could impersonate Tom, and the choir could act as the devil, chanting or singing the devil's lines; 2) in "The Three Little Pigs", the actor could impersonate each of the three little pigs, and the choir could chant or sing the wolf's lines; 3) in "Little Red Riding Hood", the actor could impersonate both the little girl and the grandmother, and the choir could chant or sing the wolf's lines.

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Lesson 13 Writing Assignments

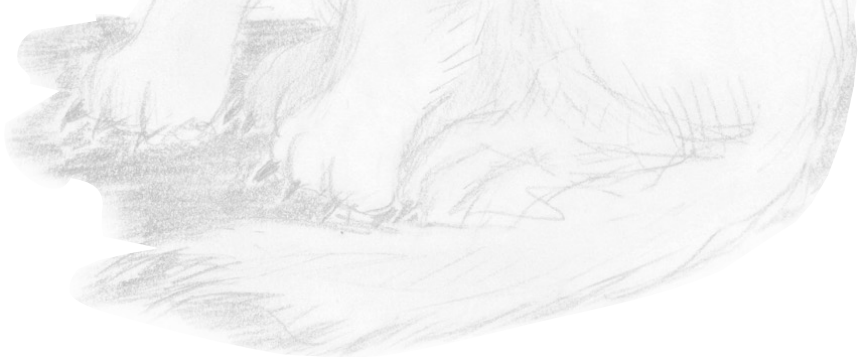
Activity #67
The purpose of this activity is for the student to analyze a particular character in a story and to inspect that character's motives, actions, and impact on the other characters. The student should be able to explain that because of his greed for the kingdom, and his lust for the queen, Claudius murdered his brother, the king. This led to a domino effect of various schemes, plots, and tragic events. Hamlet found out about the murder from the spirit of the dead king. Hamlet then set about trying to find a way to confront his uncle and mother. In his preoccupation, he came across as having gone mad (insane). In an effort to discover the reason for his madness, Polonius eavesdrops on Hamlet and the queen. Hamlet, thinking Polonius was a varmint, accidentally stabbed and killed him. Polonius' daughter, Ophelia, drowns herself upon hearing of her father's death. Polonius' son, Laertes, in an effort to avenge his father's death, poisons Hamlet with the tip of the sword during a duel. However, the tip accidentally pricks Laertes who is then killed by his own poison. Claudius, thinking to cover his sin, tries to poison Hamlet with a drink. The queen accidetally drinks of the poisoned cup and dies. Hamlet, in a rage, stabs the king with the poisoned sword. Thus, they all die in a tragic chain of events that could have been avoided had Claudius not given in to his vices in the first place.

Lesson 14 Writing Assignments

Activity #46
The purpose of this activity is for the student to see beyond the humor of a plot and to be able to see the design and intent of the author in his attempt to reveal aspects of human behavior in a humorous way. The student should be able to explain that the play brings to light unseemly behaviors by both men and women, making those who participate in those behaviors seem ridiculous to the rest of us. Those types of behaviors make a person unbearable and undesirable to be around.

Lesson 15 Writing and Performance Assignments

Suggested Assignment:
The purpose of this activity is three fold: 1) for the student to see a printed drama (on paper) put into action (acted out); 2) for the student to be able to analyze the characters and their changes throughtout the drama; 3) for the student to be able to compare the characters in one drama with the characters in another. The student should: 1) bring to light in particular the characteristics of chauvenism portrayed by Rex Harrison and Richard Burton in their roles and the characteristics of an unseemly lady portrayed by Elizabeth Taylor and Audrey Hepburn in their roles. 2) analyze the metamorphosis (changes) that occur in the characters as the dramas unfold.



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