Rubrics for Chapter 3 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 Assignment

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of American literature, to understand and analyze its main literary parts (theme, topic, plot, characters, setting, & point of view), and to be able to compare it to other media productions of the same story, articulating any paradigm shifts from the original author's intent. The student is expected to: 1) obtain a copy (borrow, lease, or purchase) of the assigned book; 2) read the book, demonstrating that he/she has taken effective notes. 3) Obtain a copy (borrow, lease, or purchase) of the corresponding movie; 4) watch the movie, demonstrating that he/she has taken effective notes. 5) Write an expository essay in which the student, A) critiques the film production on how the directors chose to portray specific scenes and certain characters; B) comments on whether the producer of the film stayed true to the book; C) critique any paradigm shift between the theme, focus, plot development of the two genres.

Lesson 2 Writing Assignments

Activity #12
The purpose of this activity is to encourage the student to analyze his/her own emotional response to a novel and to magnify exponentially how the novel would affect others, and how a particular piece of literature could "sweep" an entire culture, creating a quake of response. The student should: 1) explain his/her own emotional response; 2) explain how the story might have affected others; 3) explain how the author was successful through literary techniques in eliciting that response.

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of American literature, to understand and analyze its main literary parts (theme, topic, plot, characters, setting, & point of view). The student is expected to: 1) obtain a copy (borrow, lease, or purchase) of the assigned book and read it, demonstrating that he/she has taken effective notes; 2) plot map the story, demonstrating that he/she understands the main events of the plot, the

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climaxes and resolutions throughout the story; 3) write an expository essay in which the student, A) critiques the development of the main character (personality, religious faith, family heritage, view of life, choices and actions; B) comment on who this person would be in today's society (where he would live, work, etc. what kind of family he would have, how he would participate in the community, etc.); 4) produce one main episode or event in the story in a skit or video using props, costumes, and other dramatic special effects. (The skit may be a monologue or dialogue with several actors.)

Lesson 3 Writing Assignment

Activity #28
The purpose of this activity is to help the student identify and articulate details and descriptive language in a text. The student needs to be able to: 1) use specific examples of how London gave attention to detail using actions, feelings, and the five senses (sight, sound, smell, taste, touch); 2) such as "Buck drove in upon Spitz" (action); they rolled over and over (action); "slashing and leaping" (action) "powdery snow", breahts lingering on the snow" (sight); "writhed and snarled" (sound), "not the faintest whisper", "silence brooded" (sound), "thrill of battle" (feeling).

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of American literature, to understand and analyze its main literary parts (theme, topic, plot, characters, setting, & point of view). The student is expected to: 1) obtain a copy (borrow, lease, or purchase) of the assigned book and read it, demonstrating that he/she has taken effective notes; 2) write an expository essay in which the student, A) tracks the development of the main character, Buck, from starting as a soft, pampered dog dependent on humans to gradually losing his civility and becoming wild and self sufficient in the harsh Alaskan wilderness; B) provides specific details and circumstances that facilitated Buck's change over time; C) explains why the title is appropriate for the book; D) explain how the tone, word and language choice, details and descriptions are so appealing to readers.

Lesson 4 Writing Assignment

Activity #13
The purpose of this activity is to help the student evaluate a statement based on textual evidence and to support or deny the statement. The student should: 1) establish that the statement is false; 2) provide supporting evidence that both styles can be combined in an effective way.

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of British literature, to understand and analyze its main literary parts (theme, topic, plot, characters, setting, & point of view). The student is expected to: 1) obtain a copy (borrow, lease, or purchase) of the assigned book and read it, demonstrating that he/she has taken effective notes; 2) write an expository essay about the work in which the student uses the Five W's approach (as explained in Chapter 1 of this course); 3) explain the various conflicts between the protagonist and the antagonist(s) and how those conflicts built to the various climaxes throughout the plot.

Lesson 5 Writing Assignment

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of British literature, to understand and analyze its main literary parts (theme, topic, plot, characters, setting, & point of view) and to conduct research on other critics of the same work. The student is expected to: 1) obtain a copy (borrow, lease, or purchase) of the assigned book and read it, demonstrating that

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he/she has taken effective notes; 2) research literary reviews by other critics about the book; 3) prepare a research paper in which the student prepares his/her own critique of the book and in which the student supports or disputes claims by at least two other critics; 4) document his/her sources using note cards and source cards; 5) prepare an outline and rough draft; 6) demonstrate proof reading and editing of the 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.)

Lesson 6 Writing Assignment

Activity #10
The purpose of this activity is to enhance the student's ability to place textual information in a historical time frame and to understand the author, Jules Verne's, foresight of technology through the use of his imagination. The student should: 1) research the invention of the first modern submarine; 2) establish a time frame for the invention and compare that to the time frame of Jules Verne's book.

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of French literature, to understand and analyze its main literary parts (theme, topic, plot, characters, setting, & point of view). The student is expected to: 1) obtain a copy (borrow, lease, or purchase) of the assigned book and read it, demonstrating that he/she has taken effective notes; 2) write an expository essay in which the student, A) tracks the development of the main character, Quasimod or Jean Valjean, from starting as a social outcast to becoming a person of worth who benefited society; B) provides specific details and circumstances that facilitated the main character's change.

Lesson 7 Writing Assignment

Activity #3
The purpose of this activity is for the student to understand specific literary terms and how those terms came to be in the literary world. The student should: 1) explain that a ghostwriter is a person who writes a piece of literature under the supervision of another person, using that person's method and style of writing, and attributing that person's name to the literature. For example, parts of *The Count of Monte Cristo* were ghostwritten by Dumas' history teacher, Auguste Maquet; 2) a serial novel is published in a series (usually one chapter or episode at a time) in a periodical, such as a newspaper, or magazine, and not published all at once in book form. Dumas was one of the first novelists to implement this sort of literature. *The Three Muskateers* was first published this way; 3) a "cliff hangar", also called an end of chapter "teaser", is a chapter ending that creates a sense of suspense that keeps the readers interested in what would happen in the next chapter or episode. Dumas employed this technique during the serial publications of his work.

Activity #11
The purpose of this activity is for the student to analyze the character traits of a specific actor in the story and to be able to evaluate actions that would be consistent with that character. The student needs to: 1) provide a basic explanation of D'Artagnan's character; 2) explain how his confrontation with the captain of the cardinal's guard would be consistent with D'Artagnan. The student's response should be similar to the following: Dumas characterized D'Artagnan as an arrogant, but otherwise harmless youth who was preoccupied with his own vanity. D'Artagnan presumed that he was the focus of everyone's attention and ought to be respected by all. When he approached the inn on horseback and observed the captain mocking his horse, D'Artagnan took offense and went beyond

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reasonable action, insulting and challenging the captain to a duel because of his wounded pride. The captain recognized youthful folly and tried to ignore the challenge; however, D'Artagnan recklessly lunged with a drawn sword. The captain avoided it with skilled ease, drew his own sword, and prepared to duel. However, in a scene of comic blunder, the captain's friends "fell upon" D'Artagnan with shovels and sticks, making him turn his attention to them and unable to fight the captain. This, in effect, saved D'Artagnan's life, because the captain could easily have killed the inexperienced youth.

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of French literature, to understand and analyze its main literary parts (theme, topic, plot, characters, setting, & point of view). The student is expected to: 1) obtain a copy (borrow, lease, or purchase) of the assigned book and read it, demonstrating that he/she has taken effective notes; 2) write a summary of each chapter using the Five W's approach; 3) in each chapter summary, explain the major and minor characters introduced in the chapter, the main events, conflicts, and resolutions of each chapter, and any "cliff hangar" or "teaser" used by Dumas at the end of the chapter.

Lesson 8 Writing Assignments

Activity #30
The purpose of this assignment is for the student to understand the development of literature throughout history, in particular the differences between a medieval novel and a modern novel. The student should: 1) explain that a medieval novel typically featured a hero who went from episode to episode in a series of events, and who, through physical valour, belief in God, and bravery conquered his foes; 2) a modern novel tends to focus on the mental development of its protagonist and breaks away from convention by delving into modern issues such as psychological disorders, "women's issues", and other previously "taboo" topics in literature. A modern novel also breaks the Medieval convention that good always conquers, and morality is always the answer.

Activity # 36
The purpose of this activity is for the student to analyze a particular aspect of literature across literary works, such as a type of character as is evident in more than one piece of literature written by more than one author. The student should: 1) compare Ichabod Crane to Don Quixote in various aspects, such as ego, actions, superstitions; 2) explain that as the "hero" of each tale, the two characters were actually the antithesis of heroism; 3) explain with some detail that unchivalrous behavior of each "hero".

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of world literature, to understand and analyze its main literary parts (theme, topic, plot, characters, setting, & point of view). The student is expected to: 1) obtain a copy (borrow, lease, or purchase) of the assigned book and read it, demonstrating that he/she has taken effective notes; 2) write a summary of each chapter using the Five W's approach; 3) in each chapter summary, explain the major and minor characters introduced in the chapter, the main events, conflicts, and resolutions of each chapter, and any "cliff hangar" or "teaser" used by the authors at the end of the chapters.

Lesson 10 Writing Assignments

Activity #13
The purpose of this activity is for the student to evaluate the credibility of a critic. Provide a wide latitude for interpretation, however, the student should: 1) articulate why he agrees or disagrees with Mark Twain's criticism of James Fenimore Cooper's works. 2) The student

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should discuss whether or not the "points of compliance" and "governing rules" of romantic fiction were "invented" by Twain or whether there really are such rules. 3) The student should discuss Twain's own expertise as an author and literary expert, but should take into account Twain's bias of jealousy. 4) The student should also take into account Twain's own expertise of the frontier and rivers (he was a boat captain and traveler in his own right). 5) The student should research some on Twain to find out if he was proficient with a rifle and had a legitimate complaint against Hawkeye's "unrealistic" skills. The student should also reasearch a third, unbiased opinion to find out if a nail could indeed be seen from that distance and hit with a bullet from a rifle (without scopes). 6) The student should also find out if Twain ever wore mocassins and had some experience from which he criticised Cooper's claim that the mocassins could hold up that long. 7) The student should research other of Twain's complaints but should also take into consideration that Cooper's works were intended to "wow" an eastern audience with adventures from the "wild west" and that the works were intentionally "built up" with fantastic adventures. 8) Twain, although his complaints may be legitimate, and he may indeed be a credible source, despite his bias, judged the works based on realism, when Cooper's intentions were not to be a realistic writer, but were to be romantic and fantastic to perk the adventurous streaks in his audience.

Lesson 11 Writing Assignments

Activity #5
The purpose of this activity is for the student to analyze important events in a character's life and to understand and articulate how those events "played out" in that person's life to make him/her what he/she is today. The student needs to: 1) track Marian Anderson's life from a child in poverty to a world class vocalist; 2) evaluate Marian's home life as a young person and explain how it affected her professional life; 3) explain Marian's experiences as a professional adult and how she responded to some of those experiences that shaped her life, including cultural bias and how she circumvented and rose above it.

Suggested Assignment:
The purpose of this activity is for the student to prepare a research paper on a specific topic based on information provided in the text and information that the student must seek out. The student must use his/her research skills to validate an actual example (John Wanamaker) of capitalism and its effects on society and to support or dispute certain opinions of captialism based on Wanamaker's example. The student is expected to: 1) research the purpose, result, function, vices, and virtues of capitalism; 2) explain how Wanamaker utilized the ideals and exemplified the virtues of capitalism; 3) support or dispute the provided quotes on capitalism. 4) The student must document sources with note and source cards, and prepare an outline. (Refer to *English Writing Skills*, Chapter 5 from this same publisher to "brush up" on research paper requirements.)

Lesson 12 Writing Assignments

Activity #18
The purpose of this activity is for the student to analyze a particular character in a story and his motives. The student should be able to articulate that once George got "cleaned up" spiritually, and could "see straight", he valued and desired his father's "blessing" on a legitimate pursuit in life; however, the father refused the blessing. This seems strange because the father always became angry with George for deviant behavior, but once George "cleaned up" his act, the father refused to be a positive part of George's new life. The student should be able to speculate that perhaps, even though the father didn't approve of George's deviant life, he (the father) could understand it better and thought he had some form of control because George constantly needed his father to "bail him out" of situations. However, once George

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became a responsible individual and no longer needed his father to "bail him out", his father lost control over George, and, in effect, "pouted", refusing to support George's "clean" life.

Suggested Assignment:
The purpose of this activity is for the student to recognize similarities between characters of different stories. The student is expected to: 1) explain the life journey of George Mueller from deviance to responsible behavior; 2) explain the life journey of Paul from violence to sainthood; 3) compare the dramatic effects of their spritual choices on their lifestyles; 4) compare their struggles in their new faith (obstacles they had to overcome); 5) compare their effectiveness on society after their conversions.

Lesson 13 Writing Assignments

Activity #42
The purpose of this activity is for the student to evaluate the criticisms of others and to make his/her own judgement call based on textual evidence. The student should: 1) explain what the other critics said of Laura Bush; 2) support or dispute those claims with the student's own opinion.

Lesson 15 Writing Assignments

Activity #47
The purpose of this activity is for the student to evaluate the appropriateness of the title of a literary work. The student should provide insight as to why the titles of both *China Cry* and *Stolen Lives* are or are not appropriate, based on textual evidence.

Activity #49
The purpose of this activity is for the student to analyze the lives of two individuals and make comparisons and contrasts. The student should provide insight on the lives of Nora Lam and Malika Oufkir in respect to: 1) their childhoods (both were from priviledged families/Oufkir was forced to live as a princes away from her parents; Lam was an only child of a wealthy doctor and treated as a princess); 2) both girls were in favor with the ruling party that ultimately turned on them (Oufkir's father was a government official/Lam embraced the communist ways at first); 3) both women were imprisoned and endured tremendous persecution for years, and both escaped from their captors (Oufkir escaped through a tunnel/Lam walked across a desert area; 4) both women were assisted by people in the "free world", wrote their autobiographies, and spoke out against the violence of their governments.

Suggested Assignment:
The purpose of this activity is for the student to read a classic work of literature that impacted the world, to understand and analyze its main literary parts (whether fiction or nonfiction). The student is expected to: 1) obtain a copy of the assigned book, read it, and write a summary of each chapter using the Five W's approach. In each chapter summary, explain the major and minor characters introduced in the chapter, the main events, conflicts, and resolutions of each chapter, and any "cliff hangar" or "teaser" used by the authors at the end of the chapters; 2) write a critical review of the book in which the student: A) evaluates the book's merit as a literary piece; B) establishes or calls into question the credibility of the author or narrator; C) analyzes the book's theme and/or social ramifications.

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SELECTED BOOK LIST (in alphabetical order of author)
Note: If the book is out of print or cannot be secured through a library or book store, check an Internet source, such as Amazon or Ebay.
Anderson, Marian; *My Lord, What a Morning* (nonfiction)
Ash, Mary Kay; *You Can Have It All* (nonfiction)
Austen, Jane; *Pride and Prejudice* (fiction)
Brady, Patricia; *Martha Washington* (historical fiction)
Brontë, Ann; *Agnes Grey* (fiction)
Brontë, Charlotte; *Jane Eyre* (fiction)
Brontë, Emily; *Wuthering Heights* (fiction)
Bunyan, John; *The Holy War* (fantasy/fiction)
Clemens, Samuel (Mark Twain); *Joan of Arc* (historical fiction)
Crane, Stephen; *The Red Badge of Courage* (fiction)
Dickens, Charles; *A Tale of Two Cities* (fiction)
Douglass, Frederick; *Narrative of the Life of Frederick Douglass, An American Slave* (nonfiction)
Fitzgerald, F. Scott; *The Great Gatsby* (fiction)
Fuentes, Carlos; *The Old Gringo* (fiction)
Graham, Billy; *Just As I Am* (nonfiction)
Haley, Alex; *Roots: The Saga of an American Family* (fiction)
Kessler, Ronald; *Laura Bush: An Intimate Portrait of the First Lady* (nonfiction)
Lewis, C.S.; *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe* (fantasy/fiction)
London, Jack; *White Fang* (fiction)
MacDonald, George; *Alec Forbes* (fiction)
MacDonald, George; *At the Back of the North Wind* (fantasy/fiction)
MacDonald, George; *Malcolm* (fiction)
Paton, Alan; *Cry, the Beloved Country* (fiction)
Pierson, Arthur T.; *George Müeller of Bristol* (nonfiction)
Powell, Colin; *My American Journey* (nonfiction)
Tolstoy, Leo; *War and Peace* (fiction)
Verne, Jules; *A Journey to the Center of the Earth* (science fiction)
Verne, Jules; *Around the World in Eighty Days* (fiction)
Verne, Jules; *The Mysterious Island* (science fiction)
Verne, Jules; *Twenty Thousand Leagues Under the Sea* (science fiction)
Waters, Ethel; *His Eye is on the Sparrow* (nonfiction)
Wells, H.G.; *The Time Machine* (science fiction)
Wyss, Johann; *The Swiss Family Robinson* (fiction)

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