

Writer _____ Class _____ Grade _____
 _____/50

In-Class Essay Prompt and Rubric

Prompt/Question: Pick one motif in *Their Eyes Were Watching God* and write an essay that discusses the importance of that motif to the book. How does that motif connect to the novel's theme?

<p>Question: Did you answer all parts of the prompt? Is your thesis clear? Does the thesis state your arguable, defensible position? Do your topic sentences relate to the thesis statement?</p>	<p>YES = 3 ALMOST = 2 UNCLEAR = 1</p>	<p>SCORE</p>
<p>Organization: Is thesis fully developed through your claims and analysis? Do you follow the format instructed for writing the introduction, body, and conclusion paragraphs? Do you avoid summarizing but present a clear analysis/argument? Does each body paragraph have clear topic and concluding sentences?</p>	<p>DEVELOPED = 3 ADEQUATE = 2 WEAK/UNDEVELOPED = 1</p>	
<p>Examples: You must have 2-3 solid examples and at least one quote. Are your examples relevant to your thesis? Have you introduced all quotations (XYZ)? Is each quotation fully analyzed and connected to the thesis?</p>	<p>RELEVANT = 3 ADEQUATE = 2 FEW/IRRELEVANT= 1</p>	
<p>Grammar: Do you have significant errors in grammar/spelling? Have you used only third person? Are all sentences clear and concise? Have you avoided contractions and abbreviations?</p>	<p>NONE = 0 FEW = -1 MANY = -2</p>	
<p>TOTAL POINTS</p>		

Score Conversion (50 points)

- 9 = 50 (rare)
- 8 = 48 (excellent)
- 7 = 46 (great)
- 6 = 43 (good)
- 5 = 39 (getting there)

- 4 = 36 (close)
- 3 = 32 (misunderstands prompt/incomplete thoughts)
- 2 = 30 (simplistic/vague)
- 1 = 25 (undeveloped/poorly written/does not address prompt)

Objective: For additional credit on your essay, creatively display the Three Levels of Reading, focusing on the motif that you wrote your essay on. Credit will be rewarded based on the creativity and depth of thinking made evident by your work. Due date: Dec. 1, 2014

1.	Across the top of the paper, write the title of the work and the author's name.	
2.	Draw three large concentric circles on the paper (one circle inside another circle inside a larger circle).	
3.	First level of reading: For the innermost circle, concentrate on the concrete level of meaning— <i>reading on the line</i> .	
	a. <u>Quote</u> the entire sentence in which your motif appears—or enough of the sentence to reveal the motif's use in context. <u>Document</u> the source of the quotation in parentheses.	
	b. Write down the most significant word in that quote.	
	c. Write multiple dictionary definitions of the word (denotation).	
	d. Explain why the word is important to the meaning of the work by placing it in the context of the narrative. (Explain what is literally happening in the text when the word is used.)	
4.	Second level of reading: In the middle circle, concentrate on the abstract level of meaning— <i>reading between the lines</i> .	
	a. Draw four images that illustrate the use of the motif throughout the text.	
	b. Write an explanation for each image. Explain how the motif, within that context, proves your thematic statement to be true.	
5.	Third level of reading: In the outer circle, concentrate on the thematic level of meaning— <i>reading beyond the lines</i> . Write one thematic statement drawn from the significant word you wrote in the innermost circle and the images you drew in the middle circle. This should be a universal thematic statement and should not refer directly to the text.	
	Additional Credit – Students will be graded on accuracy, creativity, and <i>depth of thinking</i> .	