

Period \_\_\_\_\_

Name \_\_\_\_\_

Question 1

“You can leave home all you want, but home will never leave you.” – Sonyrea Tate

Tate’s statement suggests that “home” may be conceived of as a dwelling, a place, or a state of mind. It may have positive or negative associations, but in either case, it may have a considerable influence on an individual. Write a well-developed essay using *A Long Way Gone* by Ishmael Beah that analyzes the importance of “home” to Beah and the reasons for its continuing importance. Explain how the character’s idea of home illuminates the larger meaning of the work. Do not merely summarize the plot.

Question 2

In the book *A Long Way Gone* inanimate objects play an important role in developing characters and highlighting central themes. Choose one such object from the book and write a well-organized essay in which you analyze two or three purposes the object serves and how those purposes help illuminate the larger meaning of the work. Do not merely summarize the plot.

\*\*When a question asks you about how something contributes to the meaning of the work, it is asking you to describe how the author develops his/her theme. A theme is not simply the subject of a literary work, but rather a statement that the author/text seems to be making about that subject.

Note: Use all of the organizing and essay writing skills that you have learned. Start with a crystal clear claim/thesis. Make every paragraph count. You will be graded on how well you organize and write the essay and how well you demonstrate mastery of the text by citing evidence from throughout the book. There is a copy of the essay rubric on the back of this sheet.

Score	Required Components.
7-9	<ul style="list-style-type: none"> <li>• Introduction moves from general to specific, shows understanding of the complexity of the topic.</li> <li>• Strong claim, clearly developed and arguable, analytical, answers all aspects of the prompt, and followed by and organized and clear outline of supporting reasons.</li> <li>• Each paragraph is properly written with a strong topic sentence that supports the claim.</li> <li>• Includes at least one substantial and relevant quote (9<sup>th</sup> grade) or at least two substantial and relevant quotes (10<sup>th</sup> grade) in each body paragraph. These quotes tie in directly with the topic sentence.</li> <li>• Quotes are set naturally within the narrative of the paragraphs.</li> <li>• Quotes are followed with in-depth warrants which analyze and interpret. They do not summarize.</li> <li>• Conclusion paragraph reviews the major points of the claim and supporting reasons.</li> <li>• Is written in 3<sup>rd</sup> person, punctuates and cites correctly, and contains few grammatical errors.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Introduction contains “empty” sentences that chatter or are vague rather than actually introduce. May be disorganized.</li> <li>• Contains a claim that is vague or unfocused, one that may not answer the prompt but rather addresses parts of it. Supporting reasons follow, but they are unclear and vague or they are summaries.</li> <li>• Topic sentences are present, but do not sufficiently support the claim.</li> <li>• Quotes from the work, but the evidence presented may not actually fit the point being made</li> <li>• Quotes are improperly set into the narrative of the essay.</li> <li>• Warrants after quotes contain light analysis, but they mostly describe or summarize.</li> <li>• Conclusion either reviews the claim or supporting reasons, but not both fully.</li> <li>• Errors in sentence structure, informal voice, and/or grammar will be more serious and detract from the essay.</li> </ul>
2-4	<ul style="list-style-type: none"> <li>• Introduction may be short, incomplete, or may fail to properly introduce the material.</li> <li>• Claim will be simple, may hint at the prompt, but not answer or address it.</li> <li>• Paragraphs are simple and undeveloped, lacking strong topic sentences and may be short and lack analysis.</li> <li>• Quotes are merely mentioned, are poorly chosen, or are missing.</li> <li>• Some incorrect information is given in evidence and/or warrants.</li> <li>• No warrants or analysis given in body paragraphs or warrant does not analyze evidence presented.</li> <li>• Conclusion may short, incomplete, or off-topic.</li> <li>• Will have major spelling and/or grammar errors. May be written in 1<sup>st</sup> or 2<sup>nd</sup> person.</li> </ul>
0-1	<ul style="list-style-type: none"> <li>• Incomplete or inappropriate response.</li> <li>• Little understanding of the prompt conveyed.</li> <li>• Simply a summary of the book.</li> </ul>

### 30 Point Assignment

Final Draft Point Value	Final Draft Score	Process Points
20	9= 67%	<b>Highlights &amp; Annotations (0-1)</b> <i>Determined by the extent and quality of highlights and annotations on physical copy of rough draft.</i> <b>Checklist (0-1)</b> <i>Determined by thoughtfully recognizing strengths and weaknesses according to checklist.</i> <b>Revisions (0-4)</b> <i>Determined by adjusting essay to reflect identified and expected writing standards.</i> <b>Reflection (0-4)</b> <i>Determined by setting standards-based goals and working toward goals previously set. This is a thorough reflection of your personal</i>
18.4	8= 61%	
17.2	7= 57%	
16.4	6= 55%	
15.2	5= 51%	
14.4	4= 48%	
13.2	3= 44%	
12.4	2= 41%	
11.2	1= 37%	
0	0= 0%	

		<i>writing process.</i>
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