**Unit III: Dangerous Books, Dangerous Minds Scholars’ Challenge GRASPS**

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| **Goal** | **Write an inter-textual literary analysis essay that examines two texts by Ray Bradbury, explores the central theme in both texts, and analyzes Bradbury’s use of characterization to illustrate the theme.** |
| **Role** | **A scholar-artist applying for AP Language and Literature** |
| **Audience** | **Your Honors Survey of Literature teacher, Ms. Arbeiter, who will provide a recommendation for you to take AP Language & Composition and AP Literature & Composition.** |
| **Situation** | **Write an essay explaining Bradbury’s use of characterization and figurative language to make an argument in two texts** |
| **Product** | **An inter-textual literary analysis essay that…**   * Analyzes how Bradbury uses characterization to illustrate the central theme in both texts * Integrates Author’s Words Exactly to justify the theme * Summarizes elements of the text to support analysis * Paragraphs have topic sentences, concrete details, and commentary * Proposes a provocative thesis that serves as a road map for the reader * Clear explanation of Bradbury’s theme in these two texts (one text must be Fahrenheit 451) * Delivers commentary on significance of text details to support argument * Develops evocative introduction and conclusion * Uses standard academic essay vocabulary * Uses commas and conjunctions to avoid comma splices and run-on sentences   \*See Common Core rubric (flip over) |

**Due Wednesday 12/17: Excellent Introduction + Beautiful Body Paragraph**

*hard copy + upload to Turnitin.com by or before 7:59 a.m.*

Due Friday, 1/9 @7:59 a.m.: **The Books Are burning! Final draft (complete essay)**

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| Position and Content | **Clear, specific thesis with a solid position**   * Three-prong thesis addresses characterization * Clear statement of Bradbury's argument and purpose * Arguable, provocative thesis |  | **General thesis with a position** |  | **Broad position** | /30 |
| **30** |  | **20** |  | **10-0** |
| Language | **Effectively addresses purpose & audience**   * Uses standard academic essay vocabulary * Paragraphs have topic sentences, concrete details, and commentary * Tone is appropriate to academic paper |  | **Addresses purpose and audience** |  | **Does not address purpose and audience.** | /30 |
| **30** |  | **20** |  | **10-0** |
| Development of Ideas | **Fully developed ideas with sufficient and relevant elaboration**   * Explains how Bradbury uses 3 significant characterizations to support his argument in the text. * Integrates Author’s Words Exactly to support analysis. * Summarizes elements of the text to support analysis. * Provide commentary for concrete details. |  | **Some ideas are fully developed with sufficient information** |  | **Most ideas are undeveloped** | /30 |
| **30** |  | **20** |  | **10-0** |
| Conventions of Punctuation and Usage | No fused sentences and fragments. |  | 2 sentence fragments or fused sentences. |  | 4 sentence fragments or fused sentences | /10 |
| **10** |  | **7** |  | **5-0** |
| Formatting Errors (Title, Heading, Spacing, Font, Word Count) | | | | | | - |
| Analytical Essay Total | | | | | | /100 |