

English 10: Starting Point - 100 points

The purpose of this assignment is to show what you know and can do at the START of your sophomore year. You have one day to read and take notes, and one day to write. **The question you are reading to answer is: What does it mean to have power?** You will show me

- your ability to take notes,
- make CONNECTIONS between different texts (this is a COMPARE not contrast paper),
- CLEARLY and DIRECTLY state the COMMON message re: power in the assigned texts,
- embed and properly cite quotes,
- use commentary to show your analysis,
- write a quality intro and concl,
- write general topic sentences that provide an overview of the paper,
- stay focused on your thesis,
- and use transitions.

STEP ONE: BEFORE READING:

- Write down your initial response to the question: **What does it mean to have power? on the back of this sheet.** Do whichever helps you most: list, cluster/brainstorm, or write your ideas. Just get your mind thinking about the topic. We'll DISCUSS and SHARE your thoughts
- You can revise your initial answer later if your thinking changes.
- Read each of the following:
 - "Still I Rise" poem by Maya Angelou (we'll do this one together ☺)
 - "Old Major's Speech" from Animal Farm by George Orwell (Speech)
 - "Monkey's Paw" by Jacobs (short story)

STEP TWO: DURING READING

- Take **notes** as you read about what these texts say **ABOUT WHAT POWER IS.** You should write down only the examples, quotes, or ideas that help you answer the question: What does it mean to have power?
- Read actively: ask questions, make connections, take notes.

STEP THREE: AFTER READING

Use your notes to write your final answer to the question: What does it mean to have power? Look for common messages about power – this is a COMPARE not a contrast paper

- Your final paper should:
 - Include examples or quotations from the two texts
 - Organize your ideas into paragraphs. You will most likely have 3-4 paragraphs (intro, body, and concl) Be sure to structure your paragraphs in

the same way modeled in the Power Point shared in class.

GRAPHIC ORGANIZER RE: POWER IN THE TEXTS

List three or four **SPECIFIC quotes** from EACH text that expresses what the text says **about power. CITE QUOTES with proper () citations!**

Reminder: when you write the paper, you will need to **ADD commentary which EXPLAINS the significance of each example AND shows the CONNECTION between the texts.**

Your paper will have at **least four specific quotes in the body paragraph (two from each text)** BUT since you are making **CONNECTIONS** between the texts, you will want to make sure the examples relate to **your thesis and claim which shows the PARELLELS** between the texts.

Reminder: short story, poem, and speech titles go in “ “ / book titles are underlined

Title #1:	Title #2:

For your CLAIM (otherwise known as a thesis) think of what BOTH texts have in COMMON about how they define POWER. DIRECLTY **LIST your CLAIM in the box below. Mention the titles in the claim.**

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NOTE: **NOT** ALL OF YOUR QUOTES LISTED ABOVE WILL BE IN YOUR PAPER. SELECT YOUR **BEST** ONES!
And **make sure the ones you select have a COMMON view of power.**

Does NOT meet expectations	Meets expectations	Exceeds expectations
<p>INTRO</p> <ul style="list-style-type: none"> • Uses a question to catch attention which is the most simplistic kind or is missing a catch attention • Thesis is too general or missing 	<p>INTRO</p> <ul style="list-style-type: none"> • Catch attention is good but not memorable • Thesis is bolded and directly, clearly states the two texts and their common view of power 	<p>INTRO</p> <ul style="list-style-type: none"> • Creative, memorable catch attention • Thesis is bolded and directly, clearly states the two texts and their common view of power in an eloquent way – not a short and choppy sent
<p>BODY</p> <ul style="list-style-type: none"> • Has plot summary or is not focused on the claim/ thesis • Does not have 4 quotes on power With proper citations • Lacks adequate commentary and analysis of quotes • Lacks proper () citations / may exist but are done incorrectly • Lacks GENERAL topic sent before going into specifics • TOPIC SENT NOT BOLDED • does not set up /introduce quotes and lacks transitions • lacks good sent fluency and COMPLEX sent starting w/ a SUBORDINATING CONJ IS NOT BOLDED • LESS than 450 words <p>NOTE: papers that show DIFFERENT VIEWS OF power in the two selected texts will</p>	<p>BODY</p> <ul style="list-style-type: none"> • focuses on claim and thesis but could develop the quality of quotes and commentary • there are times when there is plot summary • has citations but there are minor issues w/ them • Topic sent exists but is a bit vague, not bolded, or short and choppy • Has transitions and good sentence fluency overall but there are spots where it could flow better • There is just one complex sent that starts w/ a sub conjunction (because, even though, since, although,) and is punctuated correctly <ul style="list-style-type: none"> • 450 words 	<p>BODY</p> <ul style="list-style-type: none"> • Four or more QUALITY quotes that do an excellent job of supporting the COMMON view of power in the two texts • Citations are perfect and consistent • Topic sent provides a good overview of the paragraph before going into specifics, is bolded, and is not short and choppy • Excellent transitions, sentence fluency • Excellent job setting up and explaining quotes • Commentary and analysis of quotes shows clear connections between the two texts on their common view of power • Multiple complex sent that start w/ subordinating conj and one is BOLDED • More than 450 words but QUALITY is MUCH more important than quantity.

<p>automatically get D's or F's!</p> <p>Does not meet Expectations</p>		
<p>MECHANICS</p> <ul style="list-style-type: none"> • Fragments and run ons which are the most serious errors • Errors are careless and show lack of effort • Errors are distracting • Citations and titles are not punctuated correctly 	<p>MECHANICS</p> <ul style="list-style-type: none"> • Minimal minor errors • Speeches, poems, and short stories are in “ ” and boot tiles are underlined • Citations are punctuated correctly • No random capitalization 	<p>MECHANICS</p> <ul style="list-style-type: none"> • Error free or nearly error free including titles, citations, and paragraphing / organization
<p>CONCLUSION</p> <ul style="list-style-type: none"> • Introduces new information • Is less than 3 sentences long 	<p>CONCLUSION</p> <ul style="list-style-type: none"> • Is 3 or more sentences long and adequately restates the common view of power in the two texts 	<p>CONCLUSION</p> <ul style="list-style-type: none"> • Has a strong , memorable close that restates the common view of power in the two texts and is 3 or more sentences

Papers must be SUBMITTED in GOOGLE CLASSROOM – remember to hit TURN IN!

If you work w/ a partner, put your names on TOP

ONLY one person needs to submit it for the group

10% off **IF and only if** you forget to hit submit but can PROVE via submission history it was done on time

25% off if minutes or hrs late

50% off if a day or more late