

**3<sup>rd</sup> Marking Period**

**Anchor Text:** *To Kill a Mockingbird* by Harper Lee

**SOW Quizzes #6 and #7 (see below)**

**Research Analysis Essay**

**Quarter 3 Test:**

- Literary devices and elements of fiction applied to *Mockingbird*
- Academic vocabulary (6 words in context): apparent, colleague, presume, professional, commence, so-called
- Reading Selections: song, a poem, a nonfiction passage
- **SOW skills:**
  - verb tense
  - strong adjectives
  - comparative-superlative forms of adjectives/adverbs
  
- On Demand Writing

# Research Analysis Essay

## *To Kill a Mockingbird*

### English 9



The purpose of this essay is to explore the historical background of the time period in which the novel, *To Kill a Mockingbird*, takes place through various topics researched. Each topic sheds light on some aspect of our nation's history while also adding depth to our understanding and pleasure in reading the novel.

### Requirements:

- ✓ Draft a 5 paragraph essay, including introduction, three body paragraphs and a conclusion
- ✓ Two body paragraphs will focus on background information on the topic gained from research done in class (you will have three separate articles) NOT WEBSITES
- ✓ One body paragraph will connect this information to the novel through analysis, citing textual evidence of the link between history and fiction
- ✓ Each body paragraph will incorporate one piece minimum of textual support
- ✓ Your rubric will be turned in with your final draft

### Topic Choices:

1. The Great Depression
2. Civil Rights and Jim Crow Laws
3. Judicial System: Then and Now
4. Racism: Then and Now



### Researching Articles:

- Be sure to find credible sources
- Websites are not articles
- Best choices come from sites that end with edu, org, or gov
- Keep track of your sources
- Work cited page must be included
- Remember to use quotes to support your thinking not speak for you
- Plagiarism is illegal

# RUBRIC FOR ENGLISH 9 RESEARCH ANALYSIS ESSAY

Name: \_\_\_\_\_

Scoring Criteria	Exceeds the Standard	Meets the Standard		Does Not Yet Meet the Standard		
	5	4	3	2	1	0
<b>Quotation Integration</b>	Plenty of textual support, quotes are clearly introduced, properly cited and fully explained	Enough quotes used, quotes are introduced, cited and explained		No quotes, quotes are not clearly introduced, improperly cited and/or not explained		
<b>Source Citation</b>	Writer masters the art of citation with a perfect works cited page and flawless parenthetical citations	Writer has works cited page that follows proper format; Includes proper parenthetical citations; small errors in formatting may be present		Writer is lacking a works cited page or it does not follow proper format; Write failed to include proper parenthetical citations		
<b>Sentence Variety (compound/complex)</b>	<ul style="list-style-type: none"> <li>- Every sentence within a paragraph begins with a different word</li> <li>- Many sentences use branches</li> <li>- Both compound &amp; complex sentence structure mastered</li> </ul>	<ul style="list-style-type: none"> <li>- Every sentence within a paragraph begins with a different word</li> <li>- Use of sentence branches is evident</li> <li>- Compound and/or complex sentences used</li> </ul>		<ul style="list-style-type: none"> <li>- Repetition of first words of sentences within paragraphs</li> <li>- Most or all sentences begin with the subject</li> <li>- Mostly simple sentence structure used</li> </ul>		
<b>Analysis</b>	<ul style="list-style-type: none"> <li>- 2 to 1 ratio analysis to summary. (Example: 4 sentences of analysis to 2 sentences of summary).</li> <li>- Analysis lends insight into new ideas connecting to novel.</li> </ul>	<ul style="list-style-type: none"> <li>- 1 to 1 ratio. Some depth of insight and/or clear connection to novel.</li> <li>- Attempt at expressing insight into new ideas connecting to novel.</li> </ul>		<ul style="list-style-type: none"> <li>- Too much summary. - Analysis needs development and/or depth.</li> <li>- Superficial connection to novel.</li> </ul>		
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>- First sentence Rephrased claim</li> <li>- Each Topic Sentence is rephrased to create a 3 sentence summary that supports claim</li> <li>- 2-3 sentence Creative Ending is both creative and relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Attempt at rephrased claim</li> <li>- Ideas from P1-P3 restated</li> <li>- Attempt at creative ending</li> <li>- 1 creative ending sentence</li> </ul>		<ul style="list-style-type: none"> <li>- Claim is missing or not rephrased</li> <li>- Introduces new idea(s)</li> <li>- Conclusion is a basic summary of the paper</li> <li>- No attempt at creative ending</li> </ul>		

## ENGLISH 9B

### 4<sup>th</sup> Marking Period

Anchor Text: “Romeo and Juliet” by William Shakespeare

“Romeo and Juliet” Final Selection Test

SOW Quizzes #8 and #9 (see below)

Argumentative Essay

#### Semester Exam Review:

- Drama terms and speaking parts
- Shakespeare’s Biography
- Sonnet 18
- Literary devices and elements of fiction applied to the play
- Academic vocabulary (6 words in context): apparent, colleague, presume, professional, commence, so-called
- **SOW skills:**
  - Oxymoron/euphemism
  - Connotation/ denotation
  - Word Patterns
  - Passive/active voice
- On Demand Writing

☠ Pardon'd or Punish'd ☠  
♥ Romeo & Juliet ♥

The purpose of this essay is to explore the actions & decisions of the characters as well as the events of the play to determine who is most responsible for the tragedy. You will also include one character who is innocent and should be free from punishment. You must explore all characters, state your reasoning clearly and back up all opinions with support from the play itself.

*Requirements:*

- X Draft a 5-paragraph essay, including introduction, three body paragraphs and a conclusion
- X Each body paragraph will focus on a particular character, two who are guilty and one who is innocent
- X You will write at least two drafts of this essay, typed. Revise after conference with me
- X Create your rubric
- X All drafts and revisions as well as your rubric will be turned in with your final draft

*Deadlines:*

- Pre-write: 5-24
- Drafting/typing days: 5-24-27
- First draft: 5-28
- Conference: either 5-31, 6-1
- Best draft: 6-4 (noon)

*Reminders:*

- Focus your writing to persuade your reader with clear reasoning and solid support from the play
- Your writing should not summarize the play but instead make commentary on it
- As a writer, you should learn from your past mistakes & try to improve on your previous essays

## Rubric for English 9 Argument Essay

Name: \_\_\_\_\_

Scoring Criteria	Exceeds the Standard	Meets the Standard		Does Not Yet Meet the Standard		
	5	4	3	2	1	0
<b>Support from the play</b>	-Multiple examples from the text to support ideas -Three direct quotations as well as examples in writer's own words -clear "quote sandwich"	-at least 3 examples from the text to support ideas -two/ three direct quotation as well as examples in own words - No "hanging" quotations		-Little or no examples from the text to support ideas -Lacking direct quotations or examples in writer's own words -"Hanging" quotations		
<b>Counterargument/ Rebuttal</b>	Writer masters the art of a blended counterargument -rebuttal paragraph with excellent flow, full development and subtle transition	Writer has clear counterargument with a rebuttal using weakest reason; paragraph written in proper order of ideas		Write is lacking either counterargument, rebuttal or both; ideas are out of order or not developed		
<b>Transitions</b>	10+ transition words throughout the paper, both to begin and within paragraphs	5-7 transition words throughout the paper, both to begin and within paragraphs		0-4 transition words throughout the paper, obvious omissions		
<b>Introduction</b>	Obviously creative/effective hook, more than 3 descriptive sentences; TAG & helpful connector sentences, clear claim properly placed	Hook: attempt creativity; 3 sentences; claim is properly placed; at least 1 connector sentence; some of TAG		No Hook; no claim/or misplaced; very short; "I'm going to write about..." No TAG		
<b>Sentence Variety</b>	- Every sentence within a paragraph begins with a different word; little repetition -Many sentences use branches -Proper mix of compound & complex sentences	-Every sentence within a paragraph begins with a different word -Use of sentence branches is evident -Some compound or complex sentences		-Repetition of first words of sentences within paragraphs -Most or all sentences begin with the subject -Too many of one type of sentence in each paragraph -Short, choppy sentences		