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| **WHEN TURNING IN THE PACKET ON JANUARY 9, FOLLOW THESE DIRECTIONS: 1) PRINT ESSAY OFF OF ESSAY SCORER SITE, separate THE ASSIGNMENT LABELED**  ***"ANNOTATION ASSIGNMENT" AND THE ASSIGNMENT LABELED"SOUND DEVICES" FROM THE PACKET and STAPLE THEM TOGETHER IN THIS ORDER:  1-ESSAY, 2-ANNOTATION ASSIGNMENT, 3 -SOUND DEVICES.* BE PREPARED TO TURN THIS IN WHEN YOU WALK IN THE DOOR TO CLASS on January 9--NO EXCEPTIONS.  IF YOU WILL NOT BE IN CLASS ON JANUARY 9, SOMEONE MUST TURN IN YOUR PACKET FOR YOU.  THE DUE DATE FOR THIS IS SOLID SO NO EXCEPTIONS!!!!!**    **YOUR FINAL ESSAY MUST BE A MINIMUM OF 700 WORDS AND IT CAN BE LONGER THAN THE REQUIRED 700 WORDS--*There is no rough draft to be submitted for this essay.***    **Your essay will be written and saved through the program essayscorer.com/tx/ysleta/ehs and the final copy must be printed through the essay scorer site. When you get on the sight you will see all three prompts listed, only work on the essay topic that you have chosen.  DO NOT WORK ON THE OTHER TWO TOPICS. THIS SITE DOES NOT WORK WELL ON  MOZILLA FIREFOX --USE INTERNET EXPLORER!**    ***KEY INFORMATION TO REMEMBER*:  EVERY TIME YOU WORK ON YOUR ESSAY, CLICK ON THE "SAVE ESSAY" BUTTON *and* THE "GET FEEDBACK" BUTTON BEFORE YOU LOG OFF. IF IT SAYS IT CANNOT GIVE YOU FEEDBACK,*DON'T WORRY ABOUT THAT BUT STILL CLICK BEFORE YOU LOG OFF EACH TIME.* IF YOU CAN'T GET FEEDBACK, THEN AFTER YOU SAVE YOUR ESSAY, CLICK ON THE "CHECK SPELLING" BUTTON SO THAT YOUR SPELLING ERRORS CAN BE CORRECTED.**    YOU WILL WRITE ONE ESSAY IN REFERENCE TO THE NOVEL,  *Night.*PLEASE CHOSE **ONE** ESSAY TOPIC BELOW AS THE FOCUS OF YOUR ESSAY--  **Once on the essay scorer site you will see that all three prompts are listed. *Only click the essay prompt(topic) that you are going to respond to.***    **Essay Topic #1: The Death of Innocence and the Restoration of Hope**  In *Night,* memoirist Elie Wiesel shares his most personal memories of the Holocaust, which he experienced directly and during which he lost his family and many friends. The pervasiveness of unparalleled evil perpetrated by the Germans against the Jews shattered young Elie’s hopefulness and his belief in the innate goodness of human beings. Although he could have retained that view throughout the remainder of his life,*Night* ultimately shows how Wiesel was eventually able to restore hope and optimism and belief in others and to live with the enormous burden of pain that he carries. The process that Wiesel endures in order to arrive at the restoration of hope is only hinted at, however. In the last line of the memoir, Wiesel alludes that the stare that is returned to him when he looks in a mirror compelled him to move forward in his life and to reject impulses of death.  **Write an essay explaining how Elie Wiesel experienced the death of innocence yet restored hope.**    **Essay Topic #2: The Metaphor of Night**  Wiesel’s memoir is simply titled*Night*. The literal time of night in the camps is not a period of rest or respite for the Jewish prisoners; instead, it is a continuation of the persistent anxiety and fear that are experienced during the day. At the same time, night does have some positive qualities, permitting the prisoners to talk with one another and attempt to hang onto the last vestiges of normal social interactions. Night also has a symbolic function, however. It is dark and obscure, a time when people with nefarious motives operate. To young Elie, the night feels never-ending. When he is finally liberated from the concentration camp, it is not clear whether the night has given way to day. Elie will have a long way to go to find his way to the light and the restoration of a somewhat normal life.  **Write an essay explaining how *night* has two functions in the life of Elie Wiesel.**    **Essay Topic #3: Food**  Food is understandably a major preoccupation among the prisoners in the concentration camp. Many episodes in the memoir involve food—either its lack, its inadequacy, or its use as a tool to stimulate desired behavior. In fact, over time the Jewish prisoners come to use food in much the same way that the Germans do. Although there are still Jewish prisoners who share their food with one another, some of the prisoners insist upon a survival strategy that Elie finds difficult to accept. That survival strategy involves hoarding one’s food and other limited material goods for oneself in an every-man-for-himself philosophy. When the camps are liberated, food remains an important object, both a literal object and a symbolic signifier of all that has been taken from the Jews and all that they will need to do to nourish themselves to heal.  **Write an essay explaining both the literal and symbolic function of *food* in the life of Elie Wiesel.** |

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| *Night* by Elie Wiesel  Analysis Essay for PAP English I    PROMPT  Choose **one** of the essay topics above for the focus of your essay.    LITERARY ELEMENTS: Use (don't explain) the following elements within your essay. **1) You must highlight the element within your essay and** 2)**then draw a line from the element to the margin** 3)  **and finally, label what element it represents-to receive credit for the applied use the 3 steps above must be followed.**     Syntax(anaphora, epistrophe) figurative language (simile, metaphor, personification, alliteration)--YOU ARE TO USE THESE ELEMENTS IN YOUR ESSAY ONLY.  YOU ARE NOT TO EXPLAIN WHAT IT IS OR EXPLAIN HOW IT IS USED IN YOUR ESSAY.--YOU ARE TO ONLY USE THE ELEMENT WITHIN THE ESSAY SOMEWHERE AND LABEL IT AND THAT IS ALL!  PROMPT: \**keep in mind that each essay topic has two ideas and that each part must be addressed in separate paragraphs [first topic should be in paragraph 2 and the second topic should be in paragraph 3]*  FORMAT  Paragraph 1(introductory)             General statement about the topic (this should be 2 to 3 sentences long)  Thesis statement (1 sentence)    Paragraph 2 (topic 1-as indicated in prompt)             Topic sentence addressing the first ideas in the essay topic/prompt             ( first example) General statement to introduce textual evidence #1 --             Textual evidence #1 (embedded [sandwich] into your own sentence)—L1             Commentary (explain why this evidence supports the idea in your topic sentence—do not  retell or summarize events in the story—explain why)—L2             (Second Example) General statement to introduce textual evidence #2 --             Textual evidence #2 (embedded [sandwich] into your own sentence)—L1             Commentary (explain why this evidence supports the idea in your topic sentence—do not  retell or summarize events in the story—explain why)—L2    Paragraph 3 (topic 2-as indicated in prompt)             Topic sentence addressing the second idea in the essay topic/prompt             ( first example) General statement to introduce textual evidence #1 --             Textual evidence #1 (embedded [sandwich] into your own sentence)—L1             Commentary (explain why this evidence supports the idea in your topic sentence—do not  retell or summarize events in the story—explain why)—L2             (Second Example) General statement to introduce textual evidence #2 --             Textual evidence #2 (embedded [sandwich] into your own sentence)—L1             Commentary (explain why this evidence supports the idea in your topic sentence—do not  retell or summarize events in the story—explain why)—L2    Paragraph 4 (conclusion)             Restate thesis (use different wording/reverse order)             General statement about the two ideas in the essay topic             End with a life lesson or universal truth L3 |

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| |  |  |  | | --- | --- | --- | | |  | | --- | | **Rubric for *Night* Essay Project** | |  | |      |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CATEGORY** | **4 (100-90)** | **3 (89-80)** | **2 (79-70)** | **1 (69 and below)** | | **Analysis (Commentary)**  **L2**  **60 points** | Information clearly relates to the paragraph topics. Insightful commentary statements in the body paragraphs show clear understanding of topic. (4 or more commentary sentences are recommended per example-total of 8 or more for body paragraph per topic) | Information clearly relates to the paragraph topics. Commentary statements in body paragraphs are nearly sufficient and generally show understanding of the topic. (3 commentary statements per example- 6 sentences for body paragraph per topic) | Information mostly relates to the paragraph topics but commentary may not show clear understanding of factual support of decision.  . (1-2 commentary statements per example-2-4 for body paragraph per topic) | No commentary is evident in the entire essay. | | **Organization**  **10 points** | Information is very organized with well-constructed paragraphs (clear thesis statement, topic sentences) | Information is logically organized with well-constructed paragraphs, but is missing the thesis statement and/ or topic sentences may be unclear. | Information is partially organized, and paragraphs are not well-constructed, and are missing two topic sentences and thesis. | The information is clearly disorganized. | | **Mechanics**  **10 points** | No grammatical, spelling or punctuation errors. | Few grammatical, spelling or punctuation errors | A some grammatical, spelling or punctuation errors. | Many grammatical, spelling, or punctuation errors. | | **Evidence (Quotes)**  **L1**  **20 points** | Textual evidence is quoted and embedded correctly and is insightful and very relevant,(3 or more TE’s per example-6 or more total  per paragraph), and **correctly documented with intext citations—according to MLA style [author last name and page number in parenthesis]** | Textual evidence is quoted and embedded and is mostly correct and  is mostly relevant and adequate ( 2 TE’s per per example-  4 total per paragraph) and **documented with intext citations and  is mostly correct –according to MLA style-[author last name and page number in parenthesis]** | Textual evidence is relevant and documented with quotations—(1 TE’s per example- 2 total per paragraph) **May contain errors in intext citation form MLA form-[author last name and page number in parenthesis]** | . No textual evidence and or not intext citations | |

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| **Sound Devices with *Night***    Using a passage from*Night,*answer the questions below using page 22 (Never shall I forget…) to page 23 (--not to be separated from my father.)     1. Identify and explain the effects of three sound devices found in the pages above.      * 1. Sound device: **ALLITERATION**     Example of sound device from book(include page #):    Effect of sound device:        B. Sound device:**ASSONANCE**    Example of sound device from book(include page #):    Effect of sound device:        C.Sound device: **CONSONANCE**    Example of sound device from book(include page #):  Effect of sound device:    D. Sound device:**ONOMATOPOEIA**    Example of sound device from book(include page #):    Effect of sound device: |

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| **Annotation test over excerpt from Night**    *He was burning with fever. Like a wild beast, I cleared a way for myself to the coffee cauldron. And I managed to carry back a cupful. I had a sip. The rest was for him. I can’t forget the light of thankfulness in his eyes while he gulped it down---an animal gratitude. With those few gulps of hot water, I probably brought him more satisfaction than I had done during my whole childhood.*  *He was lying on a plank, livid, his lips pale and dried up, shaken by tremors. I could not stay by him for long. Orders had been given to clear the place for cleaning. Only the sick could stay.*     1. Identify one touch sensory image P1 2. Identify one simile P1 3. What sensory is the simile above: 4. The line “I had a sip.” is a simple sentence-independent clause. Why would the author use   a simple sentence in this part of the story?     5.Identify alliteration sound P2.   6. Identify a metaphor P1   7. Identify a sight sensory image P2:   8. Identify the assonance in the last line of P1 – then explain the effect of the assonance.   1. What was the tone of this passage? 2. What was inferred about the relationship between Eli and his father in the last line of P1? |