**Understanding Identity: Literary Synthesis Essay**

In this unit, we’ve **scraped the surface** of understanding the forces that shape identity. This is a complex topic and we have in no way touched on everything. But you have to start somewhere…

To wrap up the literary analysis portion of this unit, you will be planning and writing a synthesis essay about two of the texts we have read. You could write about any two of:

* “Theme for English B” (Hughes)
* “Plight” (Simpson)
* “Invierno” (Diaz)
* “An Ounce of Cure” (Munro)
* “On the Rainy River” (O’Brien)
* “The Things they Carried” (O’Brien)
* “How the worst moments in our lives make us who we are” (Solomon, TED talk)
* Between the World and Me (Coates)
* Muslim Girl (Al-Khatahbeh)

You can NOT write about the same two stories you’ve already done a paragraph about (1 is fine, though).

Your question:

How have experiences **shaped** or **revealed** characters’ identity in 2 texts?

(you should choose either “shaped” or “revealed”, depending on the prompt you choose). Rewrite below including the titles of the texts you choose. If possible, get more specific:

For example:

*How do experiences related to race shape identity in “Theme for English B” and Between the World and Me?*

*How do experiences reveal identity in “On the Rainy River” and “Red Dress, 1946”?*

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PREWRITE: Use the space below to organize your early thoughts using a T-chart, web, or notes. Comparing and contrasting the two texts is a good place to begin.

Now you’ll tackle the organization of your essay. Approaches include:

***Compare/Contrast*** *–* Intro paragraph, 1 body paragraph compare, 1 body paragraph contrast, conclusion with discussion and evaluation

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|  | **Beginning** | **Developing** | **Accomplished** | **Advanced** |
| **Content and Theme** | No clear argument or main idea; no synthesisMain idea or argument is inaccurate | Clear, but general, argument or main ideaOnly a little synthesis | Thoughtful and clear discussion or analysisThorough synthesis of the two texts | Insightful, engaging discussion or analysisSynthesis deepens the reading of both texts |
| **Support** | No significant support for the main argumentMay be summary | Support is present, but often general or limited to just part of the textQuotes may be present but are not integrated | Effective support that is mostly specificQuotes are used and generally well-integrated | Very effective, specific supportQuotes are well-chosen and integrated |
| **Style** | Missing important organizational elements (like transitions or thesis statement) | Most organizational elements are present, but may be fairly simple or repetitive  | All organizational elements are present and used appropriatelyWriting is clear and easy to follow | All organizational elements are used effectivelyConfidence and ease in writing |
| **Mechanics** | Errors in grammar, spelling, and word choice are significant enough to affect meaning | Errors in grammar and word choice are significant, but generally don’t affect meaning | Errors in grammar don’t affect meaning. Vocabulary and sentence variety are appropriate for the piece | Vocabulary is advanced and appropriate to pieceSentence structures contribute to an engaging, articulate piece |

***Subtopics***  - Intro paragraph, 2-3 body paragraphs each discussing subtopic relevant to both texts, conclusion with discussion and evaluation

***Block*** *–* Intro paragraph, 1 body paragraph discusses Text A, 1 body paragraph discusses Text B, conclusion with discussion and evaluation

**Criteria:**

* Compelling hook/lead
* Deliberate, specific thesis statement that states your main argument
* Well organized body paragraphs with topic sentences that make points and transitions
* Specific textual evidence to support your points; well-integrated quotes
* Synthesis: By examining both texts together you can draw new and deeper conclusions about your topic
* A conclusion that wraps up the ideas of the essay and invites further, broader, reflection

**Note on Academic Honesty: It is critical that this is your own work. Consequences for plagiarizing range based on the degree of the offence but may include a zero on the assignment. If you are using research sources you must cite them.**

We will be using Google Docs for this assignment. **You will write a draft using Google Docs that will be due on Thursday November 9, by midnight.** Over the weekend I will make comments on your draft and then you will have a chance to revise your work and submit your final draft by Friday, November 16. Make sure your essay has commenting open.

Essays that come in via Google Docs later than Nov 9 (midnight) will not be given feedback. Your draft does not have to be 100% complete, I will work with what I have. If you do not submit your essay for feedback, you will not be eligible to revise or resubmit your work.

Assessment Rubric for Analysis writing Total: /24