***The Glass Castle* Hunger Analysis** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Honors PSL Summative Rubric Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In her memoir *The Glass Castle*, Jeannette Walls narrates the story of her non-traditional childhood.  As part of this experience, she recounts many times when she and her family experienced a lack of food security.

**Consider both the times when the family experiences devastating hunger, as well as the moments when they connect with food.  Then, in a well-developed essay, discuss the narrator's memories of food and hunger, and analyze how those moments contribute to the tone and the meaning of the text.  Consider extending the conversation by including information from supplemental resources available on our website, and analyzing how that content connects with Walls’ experiences.**

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| --- | --- | --- | --- | --- |
| **Thesis, Purpose, and Significance** | **Advanced** | **Proficient (P)**  | **In Progress (IP)** | **Not Met (NM)**  |
| Thesis responds to the assignment clearly.  |  |  |  |  |
| Essay’s purpose is clear, and shows a high degree of originality and/or independent thought.  |  |  |  |  |
| Significance of the problem addressed is given clearly and compellingly, with a high degree of originality.  |  |  |  |  |
| **Text Analysis and Usage**  | **Advanced** | **Proficient** | **In Progress** | **Not Met**  |
| Author accurately and thoroughly summarizes or paraphrases texts used.  |  |  |  |  |
| Author demonstrates ability to read texts accurately and comprehensively.  |  |  |  |  |
| Author demonstrates ability to read texts critically/analytically.  |  |  |  |  |
| Texts are synthesized into conversation thoroughly and effectively.  |  |  |  |  |
| **Style and Voice**  | **Advanced**  | **Proficient** | **In Progress**  | **Not Met**  |
| Style and voice are highly appropriate to the given audience, purpose, genre, and claims. |  |  |  |  |
| Style and voice show originality and creativity.  |  |  |  |  |
| Word choice is specific, purposeful, dynamic, and varied throughout the essay.  |  |  |  |  |
| Sentences are clear, active (subject-verb-object) and to the point.  |  |  |  |  |
| **Presentation and Organization**  | **Advanced**  | **Proficient** | **In Progress**  | **Not Met**  |
| Topic sentences identify paragraphs’ purposes, reflect their content, and contribute to the overall unity of the essay, and transitions indicate relationships between not only paragraphs, but ideas. |  |  |  |  |
| Overall organization of paragraphs is logical and purposeful. |  |  |  |  |
| The essay is free from grammatical or mechanical errors.  |  |  |  |  |
| Conforms to MLA rules for formatting and citations of sources perfectly. |  |  |  |  |

Learning Targets

* Read to infer/interpret and cite text evidence
* Analyze how the author's choice of words, text structures, and point of view shape the meaning tone, and style of a text.
* Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.