Summer Homework- *The Joy Luck Club*

**Part I: Narrative Essay**

Using MLA format, write a 1 ½- 2 page narrative essay.

**Prompt: Write about an experience that showcases an event that made you change your views or perspectives.**

**Learning Targets:**

* I can write a narrative using a strong sequence of events using transitions and phrasing
* I can develop real or imagined experiences or events using well chosen details and reflect upon those experiences..
* I can use effective techniques: sensory words, descriptions, multiple plot lines, dialogue, pacing

Refer to the Purdue OWL site if you have questions on MLA standards.

Showcase how you change, demonstrate your characteristics, and reflect.

**Narrative Rubric**

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|  | **1 Little Success** | **2 Inadequate** | **3 Adequate** | **4 Effective** |
| **The Event/Experience & Point of View** | Struggled to orient the reader. Struggled to convey experiences and events. Unclear or no point of view is established. | Oriented the reader by establishing a context and introducing a narrator and/or characters. | Engaged and oriented the reader by setting out a problem, experience/event, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. | Engaged and oriented the reader by **setting out a** **problem, experience/event, or observation**, AND its significance. **Established** one or multiple **point(s) o**f **view**, and introduced a narrator and/or characters. |
| **Conclusion/Reflection:**  **The Event’s Significance** | Did not provide a conclusion. | Provided a conclusion that somewhat follows from the events. | Provided a conclusion that follows from and reflects on the events. | Provided a memorable conclusion that follows from and reflects on the events. |
| **Narrative Techniques & Strategies:**  ***Dialogue***  ***Multiple Plot Lines Pacing***  ***Details***  ***Sensory Words*** | - Struggled to use dialogue to develop experiences, events or characters.  - Struggled to create coherent pacing and/or plot lines in order to develop experiences, events or characters.  - Few if any details are used to develop the experience/event. Details may not actually develop the event. | - Used little dialogue to develop experiences, events, and/or characters.  - Used ineffective pacing to develop experiences, events, and/or characters.  - Used some details, descriptions and sensory words to convey experiences or events. | - Adequately used dialogueto develop experiences, events, and/or characters.  - Adequately used pacing **and multiple plot lines** to develop experiences, events, and/or characters.  - Often used details, descriptions and sensory words to convey experiences, **action,** or events. | - Effectively used dialogue develop engaging experiences, events, and/or characters.  - Effectively used pacing **and multiple plot lines** to develop engaging experiences, events, and/or characters.  -Thoroughly used details, descriptions and sensory words to convey experiences, action, or events. |
| **Organization:**  ***Using Transitions and Phrasing*** | Used transitions to manage the sequence of events. | Used a variety of transitions shift from one time frame or setting to another. | Used a variety of transitions and phrases to build upon each experience and create a coherent whole. | Used a variety of transitions and phrases to build upon each experience and create a coherent whole. |

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| **Scoring Guide** | **1 Little Success** | **2 Inadequate** | **3 Adequate** | **4 Effective** |
| **12.5-14.5 F** | **15-17 D** | **20- 22 B**  **17.5-19.5 C** | **22.5-25 A** |

**Comments:**

**Part II: Character Assignment**

**Directions:** Read *The Joy Luck Club*. While reading focus on your assigned character. Your character assignment is based on the first letter of your **last name.**

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| **The First Letter of your Last Name** | **Character Assignment** |
| **A-D** | Jing Mei Woo (June) |
| **E-H** | Rose Hsu |
| **I-K** | An Mei |
| **L-O** | Waverly Jong |
| **P-R** | Lindo Jong |
| **S-V** | Ying-Ying St. Clair |
| **W-Z** | Lena St. Clair |

**Demonstrate the complexities of your character by giving examples of and discussing her:**

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| **Relationships** | **Characteristics/Traits (Brave, Honest):** |
| **Descriptions:**  **Examples:** | **Descriptions:**  **Examples:** |
| **Personality** | **Culture** |
| **Descriptions:**  **Examples:** | **Descriptions:**  **Examples:** |
| **Actions/ Decisions** | **Values/Outlook/Perspectives/Motivations** |
| **Descriptions:**  **Examples:** | **Descriptions:**  **Examples:** |

**Demonstrate the complexities of your character by discussing how she changes and what causes her to change.**

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| **Vignette Title** | **Before: views, decisions, characteristics** | **Describe Event & What caused the character to change** | **Effects: Change in views, decisions, characteristics** |
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**Part III: Literary Terms and Rhetorical Devices**

By the first day of school, please understand and know all definitions of the literary and rhetorical terms listed below.

If you do not have all of these terms memorized by the time school starts then please bring a copy of the terms and definitions with you to help support you in class throughout the year.

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| **Literary Terms:**   1. Allegory 2. Antagonist 3. Characterization  a. Dynamic  b. Static  c. Round  d. Flat 3. Conflict  a. External  b. Internal  c. Man vs. Man  d. Man vs. Nature  e. Man vs. Society  f. Man vs. Self 4. Figurative Language  a. Simile  b. Metaphor  c. Personification 5. Imagery   6. Irony  a. Verbal  b. Situational  c. Dramatic 7. Point of View  a. First Person  b. Third Person  c. Limited  d. Omniscient 8. Protagonist 9. Satire  10. Foil  11. Archetype | **Rhetorical Devices:**  12. Anaphora  13. Epistrophe  14. Symploce  15. Alliteration  16. Polysyndeton  17. Asyndeton  18. Synecdoche  19. Allusion  20. Syllogism  21. Hyperbole  22. Understatement  23. Antithesis  24. Apostrophe  25. Aphorism  26. Maxim  27. Parallelism  28. Chiasmus  **Rhetorical Appeals:**  29. Ethos  30. Pathos  31. Logos |