

Week 14

Overview:

This week you will finish reading Tangerine and spend the bulk of your time crafting a literary analysis essay about how choices and consequences affect the development of the main character of the novel. This essay is an assessment, which means you are being asked to bring your skills and knowledge to the task and show your teacher what you can do. S/he will not be guiding you through each step of the process. It's about what you can do!

Assignments:

- 1. Read Tangerine, Part 3, pages 203 - 265
- 2. Activity 3.13: Mourning and Night
- 3. Read Tangerine, Part 3, pages 266 - 309
- 4. Activity 3.14: "The Final Score"
- 5. Write a Literary Analysis Essay (Embedded Assessment 1). Use the guiding bullet points provided. Create your own graphic organizer if you feel it is necessary/helpful. Type your essay on the computer. More than one draft is HIGHLY recommended. Read over your essay carefully before handing in.
- 6. Activity 3.21: "Language and Writer's Craft: Dangling and Misplaced Modifiers"

Learning Targets

- Analyze the diction and imagery of a poem to identify tone and theme.
- Make connections between the purpose and techniques of different genres.

Before Reading

1. Work with a partner to review the concepts of connotation and imagery, as well as the definitions of tone and theme.

During Reading

2. As you read the poem on the next page, do the following:
 - Mark the text by highlighting words that create visual images.
 - Underline words that relate to death and dying.
 - Draw a box around unfamiliar words or images.

After Reading

3. In *Tangerine*, on “December 1” Mr. Donnelly “read some lines from a poem called ‘To an Athlete Dying Young.’” Read the poem again carefully. What lines do you think Donnelly read? Which lines would be most appropriate to memorialize Mike’s death?

Check Your Understanding

On “December 1” the memorial for Mike Costello includes an allusion to “To an Athlete Dying Young” and the dedication of a laurel oak tree. Why are both appropriate tributes to Mike?

ABOUT THE AUTHOR

British poet A. E. Housman (1859–1936) spent most of his life as a teacher and a scholar. His poems are known for capturing deep feeling.

LEARNING STRATEGIES:
Note-taking, Choral Reading,
Visualizing

My Notes

Literary Terms

An allusion is a brief, usually indirect, reference to a person, place, or event that is real or fictional.

My Notes

Poetry

To an Athlete Dying Young

by A. E. Housman

The time you won your town the race
We chaired you through the market-place;
Man and boy stood cheering by,
And home we brought you shoulder-high.

5 Today, the road all runners come,
Shoulder-high we bring you home,
And set you at your threshold down,
Townsmen of a stiller town.

Smart lad, to slip betimes away
10 From fields where glory does not stay,
And early though the laurel grows
It withers quicker than the rose.

Eyes the shady night has shut
Cannot see the record cut,
15 And silence sounds no worse than cheers
After earth has stopped the ears:

Now you will not swell the rout
Of lads that wore their honours out,
Runners whom renown outran
20 And the name died before the man.

So set, before its echoes fade,
The fleet foot on the sill of shade,
And hold to the low lintel up
The still-defended challenge-cup.

25 And round that early-laurelled head
Will flock to gaze the strengthless dead,
And find unwithered on its curls
The garland briefer than a girl's.

KEY IDEAS AND DETAILS

What image is created by using the word “chaired”? How has this image changed in the second stanza?

KEY IDEAS AND DETAILS

According to the speaker, what is the advantage of dying young?

KEY IDEAS AND DETAILS

An **allusion** is a reference to a well-known person, place, event, or practice from literature or history. What is the poet alluding to when he uses the term “laurel” and “early-laurelled head”?

The Final Score

My Notes

2. Review all the notes you made about choices in your double-entry journals and in Activities 3.4, 3.9, and 3.12. Choose one character whose choices had significant consequences in the development of Paul's character. Select three or more of the character's choices and add them to the outline below in a logical order. Consider arranging them in one of these three organizational patterns:
 - least important to most important
 - types of choices made (good, bad)
 - chronological order (first to last)
3. Choose and follow an organizational pattern to complete the outline below that explains and evaluates your character's choices.

The Choices _____ Made

- I. A choice made by _____ and how it affected Paul:
 - A. Describe the choice.
 - B. Why this choice was made: _____
 - C. How Paul reacted to the choice and its effect on him.
- II. Another choice made by _____ and how it affected Paul:
 - A. Describe the choice.
 - B. Why this choice was made: _____
 - C. How Paul reacted to the choice and its effect on him.
- III. Another choice made by _____ and how it affected Paul:
 - A. Describe the choice.
 - B. Why this choice was made: _____
 - C. How Paul reacted to the choice and its effect on him.

Check Your Understanding

Write an explanation of how Paul shows his growing self-awareness and confidence in the choices he makes.

Writing a Literary Analysis Essay

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The essay</p> <ul style="list-style-type: none"> has a focused, insightful thesis that addresses the prompt fully and precisely uses well-selected textual evidence provides precise and insightful commentary showing the relationship between the evidence and the thesis. 	<p>The essay</p> <ul style="list-style-type: none"> has a focused thesis that addresses the prompt uses textual evidence that is relevant and sufficient provides relevant and clear commentary. 	<p>The essay</p> <ul style="list-style-type: none"> has a thesis that may address some part of the prompt uses some textual evidence to support the thesis Provides little relevant commentary. 	<p>The essay</p> <ul style="list-style-type: none"> does not have a thesis appropriate for a multi-paragraph essay is missing textual evidence or the evidence does not support the thesis is missing commentary or the commentary is not related to the overall concept.
Structure	<p>The essay</p> <ul style="list-style-type: none"> presents a strong introduction with a hook and clear thesis is coherent with well-developed body paragraphs that use effective transitions presents an insightful and compelling conclusion that follows directly from the ideas of the thesis. 	<p>The essay</p> <ul style="list-style-type: none"> presents a focused introduction with a clear thesis contains body paragraphs that develop ideas of the thesis and establish cohesion with transitions has a conclusion that follows from the ideas of the thesis. 	<p>The essay</p> <ul style="list-style-type: none"> presents an introduction without a strong thesis contains body paragraphs that do little to develop the thesis has a minimal conclusion that may not relate to the thesis. 	<p>The essay</p> <ul style="list-style-type: none"> may be lacking an introduction or thesis may be missing body paragraphs or the paragraphs are not developed may not have a conclusion or the conclusion may be only a summary statement.
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> shows a sophisticated variety of sentence types used appropriately uses formal style and precise academic language contains so few errors in grammar, spelling, capitalization, and punctuation that they do not detract from excellence. 	<p>The essay</p> <ul style="list-style-type: none"> uses a variety of well-chosen sentence types uses formal and academic language appropriately contains only a few errors in spelling and grammar. 	<p>The essay</p> <ul style="list-style-type: none"> shows little variety in sentence types shows difficulty with the conventions of formal language and academic vocabulary contains some errors in grammar and spelling that interfere with meaning. 	<p>The essay</p> <ul style="list-style-type: none"> shows serious flaws in the construction of purposeful sentences to convey ideas has language that is confused or confusing contains errors in grammar, spelling, and conventions that interfere with meaning.

