Any student with a question on their summer reading assignment should contact Pete Vermilyea at pvermilyea@hvrhs.org.
Social Studies 9G:

In our course we will study various parts of the Non-Western world – China, India and Pakistan, the Middle East, and Africa. For their summer assignment, students enrolled in this class are to:

1) Select and read a book from the following list:
   - *Oracle Bones* by Peter Hessler
   - *Life and Death in Shanghai* by Nien Cheng
   - *Wild Swans: Three Daughters of China* by Jung Chang
   - *Falling Leaves: The Memoir of an Unwanted Chinese Daughter* by Adeline Yen Mah
   - *To Live by Yu Hua*, Michael Berry
   - *Balzac and the Little Chinese Seamstress* by Ina Rilke
   - *The Distant Land of my Father* by Bo Caldwell
   - *Daughter of Xanadu* by Dori Jones Yang
   - *Inside Out and Back Again* by Thanhha Lai
   - *Never Forgotten* by Patricia C. McKissack
   - *Out of Shadows* by Jason Wallace
   - *Promise the Night* by Michaela MacColl
   - *Words in the Dust* by Trent Reedy

2) Bring notes from the book to the first day of class so that they can answer the following question: In what ways are the lives depicted in the book I read different from the lives of typical American teenagers?

Social Studies 9CP:

**Background**

Ni hao! We will begin the year by studying China. As you probably know, it is a country with a long and interesting history marked by periods of extreme control and censorship of the Chinese people. The time known as the Cultural Revolution (1966-76) is one of these periods and while it certainly does not define China or the Chinese people, it is important for us to understand this event. There are many books written by or about Chinese people during this time, thus this will be your summer reading assignment.

**Assignment**

All of the books selected for the summer are about young people (close to your age) and their experiences during the Cultural Revolution. Please choose ONE of the following books and read it before school starts:

1. *Mao’s Last Dancer* by Li Cunxin
   - Paperback: 445 pages
2. *Revolution is not a Dinner Party* by Ying Chang Compestine
   - Paperback: 272 pages
   - Publisher: Square Fish; First Edition (September 29, 2009)
   - Language: English
   - ISBN-10: 0312581491

3. *Little Green: Growing Up During the Chinese Cultural Revolution* by Chun Yu
   - Hardcover: 128 pages
   - Publisher: Simon & Schuster/Paula Wiseman Books (March 1, 2005)
   - Language: English
   - ISBN-10: 0689869436

4. *Red Scarf Girl* by Ji-Li Jiang
   - Paperback: 304 pages
   - Publisher: HarperCollins (June 24, 2008)
   - Language: English
   - ISBN-10: 0061667714

You may find out more about the details of each of the books by looking on [www.amazon.com](http://www.amazon.com) or you can Google the book title as well. Choose the story that you find the most interesting.

Your assignment is to carefully read the book. As you are reading please make a list of notes for each question that answer the questions below. Be sure to explain the reasons for your answers and note specific page numbers and passages in the book as specific examples that support your responses:

1. How are you similar to the main character(s) in the book? If you don’t think you have anything in common with the main character(s) please explain why you think this is true and find examples that demonstrate your differences.

2. How did you feel about what was happening in China as the story was being told?

3. Could the main character make sense of what was happening? What was he/she feeling?

4. What did you learn about China from reading this book?

Bring your notes to class on the first day of school.

Please email me if you have any questions at lcarter@hvrhs.org. Have a great summer!
forward to meeting you in the fall!

History 9H:

Welcome to 9H! For your summer assignment, please follow the following steps:

1. Please read the following books:

   *The Iliad* by Homer. While any version is fine, the 2010 translation by Samuel Butler of *The Iliad* is highly recommended.

   Homer’s classic epic of the Trojan War and the struggle between Achilles and Hector that saves the Greeks and destroys the Trojans.

   From *The Bible* read the Old Testament. Any version or edition of *The Bible* is fine.

   Choose **ONE** of the following topics:

   - The Role of the Individual in Society as presented in each work
   - How each work’s view about Human Nature is expressed and demonstrated
   - The Decisions or Challenges that affect mankind’s growth in each work
   - Social Customs or institutions and their affect on the individual

2. Write a rough draft of a FIVE paragraph, thesis-based essay containing:

   - Introduction with a thesis (underline your thesis statement)
   - Three paragraphs devoted to supporting your thesis with SPECIFIC references from each book
   - Conclusion – with thesis restated

The assessment will be based on the overall quality of your work on each task with consideration to the following: all items completed, the thoroughness (thesis, support details, explication and conclusion) of the written response, and the neatness and pride exhibited in the written work. In the first week of school, you will participate in a writing conference on your rough draft. You will be graded on the final edited version of your paper.

There are, of course, several versions of both *The Iliad* and *The Bible*. Please bring your copy of these books to class on the first day of school.

If you have any questions, please email Mr. de Rham at rderham@hvrhs.org or Mr. Vermilyea at pvermilyea@hvrhs.org.

Enjoy your reading!

Modern European History G:

This summer, students entering Modern European History 10 CP will be required to read *Animal Farm* by George Orwell. This allegory is a classic of Western literature. The book should be easy to find, and is readily
available in paperback. It does not matter what edition you use. Therefore, if you find an older copy at a used book store for example, feel free to use it.

After you have read the book, create a hand drawn map of Animal Farm on a piece of poster board. Use your imagination and evidence from the book. Your map should include the major buildings that are described in the story. You should also have information bubbles drawn on your map with short descriptions of major events from the story and where they happened. Your map should be neat, colorful, and reflect an understanding of the novel. This will be counted as a quiz grade. Bring your map with you to class on the first day that it meets in the fall.

Modern European History CP:

This summer, students entering Modern European History 10 CP will be required to read Animal Farm by George Orwell. This allegory is a classic of Western literature. The book should be easy to find, and is readily available in paperback. Most students will probably use the internet to obtain a copy; however, most public libraries should have in stock as well. It does not matter what edition you use. Therefore, if you find an older copy at a used book store for example, feel free to use it.

There are two parts to your assignment.

I. On a piece of poster board, create a hand drawn map of Animal Farm. Use your imagination and evidence from the book. Your map should include the major buildings that are described in the story. You should also have information bubbles drawn on your map with short descriptions of major events from the story and where they happened. Your map should be neat, colorful, and reflect an understanding of the novel. This will be counted as a quiz grade. Bring your map with you to class on the first day that it meets in the fall.

II. Upon your return to school: Choose three of the major themes of Animal Farm from the list below, and write a five-paragraph essay that reflects your understanding of how that theme develops over the course of the story. Choose the three themes that you feel are best portrayed in the story. Make sure that you provide examples from the story in your description of the three major themes that you choose. Your essay should have: an introduction with a clear thesis, body paragraphs with topic sentences that refer back to your thesis, and conclusion that summarizes what you have written. Please see the attached rubric. This will be counted as a test grade.

Themes:

Corruption in leadership
Propaganda
Violence
Apathy
Manipulation of language
Deception
Dreams and hopes
Religion
Control of the intellectually inferior
History 10H:

This summer please read William Manchester’s sweeping narrative *A World Lit Only by Fire*. This book has been published in paperback so the cost should not be prohibitive. Most students in the past have obtained copies through the Internet. However, you might also be able to find it at many bookstores. Many of our previous students have enjoyed this work very much. I hope that you will find this book as intriguing as I did the first several times that I read it.

The first part of the book deals with the Middle Ages, a period that you have already covered extensively with Mr. Vermilyea. Therefore, you will be required to read only those pages that deal with the new explosion of thought that was the hallmark of the Renaissance. Manchester’s work strives to chronicle the period that he feels marked the birth of Modern Western culture and thought.

Please start by reading from the discussion of Leonardo da Vinci. I have the 1993 edition of the book, which was the first paperback edition. In that edition, you should start reading on page 91 the chapter named *The Shattering*, and read through the end of the book which is found on page 296. This is a little more than 200 pages; however, it is very dense material. It is recommended that you do not wait until the week before school starts to pick up the book. DaVinci is, perhaps, the person that most personifies the Renaissance. This will serve as a good starting point, as it will forge a bridge between this year’s study and what will come in the Fall. Please be prepared to bring your book to class each day in the fall. Your assignment is

- You must write a five paragraph essay that discusses both *The Shattering* and *One Man Alone*, the final chapter of the book. This will count as a test grade. There is no one specific thing that you have to write about. This is an open ended assignment. Show your creativity and thought in crafting your response to what you read. Your paper should have a clearly stated thesis that is supported throughout your essay. You cannot be wrong. There is no correct response that I am looking for however, you must use evidence from each chapter to support your ideas. It is completely acceptable to have more than five paragraphs. Do not be overly concerned with the number of pages. What follows below are not things that you must write about, but ideas that might help to get you started.

Manchester clearly feels that Luther and Magellan were two very impressive people. By using evidence from the book, decide which of these two you feel was the most impressive. With whom was Manchester more impressed? If Manchester had to choose between the two and could only publish one part of the book, which would he choose? Were these men passionate visionaries or irresponsible lunatics whose actions led to the deaths of many others? Be sure to provide evidence from the text to support your argument whatever it may be. Prove you read and thought about both chapters.

You do not have to have a works cited page unless you consult outside sources to support your argument. If you quote from Manchester, you can simply put the page number in parentheses (p.128)

Please email me or call with timely questions: (this means not in late August)

dbayer@hvrhs.org 860-824-5123 ext. 193 (I will try to check the messages at this extension at least once a week)
UNITED STATES HISTORY G:

During the next year in United States history class we will be focusing on answering the question “what does it mean to be an ‘American’ in our history?” Class discussion will be focused on the answers to this question at various times in our history – during the Colonial Period, the American Revolution, the Civil War, the late 19th century and more. We will start with a discussion of what it means to be an American in 2013.

To get us started you will think about your answer to the question and read a novel this summer about the experiences of some people during the American Revolution.

Here is your assignment:

1. Think about your answer to the question ... what does it mean to be an American today? Before you start reading the book, write out some of the ideas you have about the answer to the question. You can write in sentences, bullet points, paragraphs, poetry ... it doesn’t matter! You can hand write it (legibly!) or type it (preferred!) ... the format is up to you! Just be sure to think carefully about the answer to the question, write your ideas down and be able to discuss those ideas when we come back to school. The ideas you write down will be collected on the first day of school.

2. Get a copy of the book from Mr. DeMazza, Mr. Vermilyea or Mr. Bayer. DO THIS BEFORE YOU LEAVE SCHOOL FOR SUMMER VACATION!!

3. Read the book. It is an enjoyable read with some interesting characters. Have fun with it but also, as you read, be sure to think about our focus question (“What does it mean to be an ‘American’ in our history?”). We will discuss your answer (from number one above) and how it is similar or different from the answer we might get from the novel.

4. Bring the book and your ideas about what it means to be an American to class in August.

The book you will be reading is called April Morning and it was written by Howard Fast. April Morning is the story of the day when American minutemen and British redcoats fought in Lexington and Concord, Massachusetts. It is published by a company named Bantam and that company writes that “when you read this novel about April 19, 1775, you will see the British redcoats marching in a solid column through your town. Your hands will be sweating and you will shake a little as you grip your musket because never have you shot with the aim of killing a man. But you will shoot, and shoot again and again while your shoulder aches from your musket's kick and the tight, disciplined red column bleeds and wavers and breaks and you begin to shout at the top of your lungs because you are there, at the birth of freedom -- you're a veteran of the Battle of Lexington, and you’ve helped whip the King’s best soldiers...”

Have fun with the book! And remember to think about our focusing question as you read!

What does it mean to be an ‘American’ in our history?
UNITED STATES HISTORY CP:

All students entering United States History CP are required to read *Founding Brothers* by Joseph Ellis. This is an outstanding work of history and also a good read! It is the responsibility of all students taking this class in the 2013-14 school year to pick up a copy of the book from a Social Studies teacher before leaving for summer break.

After reading the book, students are to answer, in a 500 word essay, the following questions:

- Who is Joseph Ellis’ favorite founding brother? Who is yours? Explain.
- We live in an era in which there is great political fighting and seemingly nothing gets done. What did the Founding Brothers accomplish and how were they able to get these things accomplished?

PLEASE NOTE: The essay must be completed in proper MLA format (there is a summary of all formatting requirements at www.tiny.cc/mla7 ... you can also find similar information by Googling “Purdue OWL” and searching that very comprehensive website. Your essay should be typed and submitted on the first day of school!

Please email Mr. Vermilyea at pvermilyea@hvrhs.org with any questions.

HISTORY 11H:

**Introduction**: During the 2013-2014 academic year we will focus, at various times, on answering the question “what does it mean to be an ‘American’ in our history?” This summer you will select, and read, one of the novels from the list below. Follow the directions in the order presented regarding your summer assignment.

**Edmodo**: Log on to Edmodo and join the group with the code hysoog (all letters, no numbers) ... you will make submissions and find a copy of these directions there.

**Assignment**: Follow these directions regarding the summer assignment.

1. Once you have joined the Edmodo group write a response paper to the following prompt. “What does it mean to be an ‘American’ in our history?” (A response paper is a short essay of not less than one and not usually more than three pages.) Somewhere in your introduction, for this response, it seems logical that you would have some variation of the sentence ‘To be an American in our history means to .... ‘ This is an opinion BUT your response should not include references to “I”, “me”, “my”, etc. **The response should be in correct MLA writing format and submitted as a Word document on Edmodo.** A link to MLA formatting is included on the Edmodo page. If you are still unsure as to how to do this please see Mr. DeMazza in room 125 before the end of the school year. **THIS RESPONSE PAPER MUST BE COMPLETED BEFORE YOU BEGIN READING THE NOVEL AND SUBMITTED ON EDMODO NOT LATER THAN JULY 1.**

2. Select a novel from the list below. Titles cannot be read by more than one student. You must submit your selection on Edmodo. Your submission should be a note on the class page (so that everyone can check to see what has been taken) with the book title and the author. You may reconsider/change your selection BUT approval will be on a first come, first served basis. You need to consider that you are reading in order to better answer the prompt (you will write an essay that connects your original response paper and the novel when we return in August). You may wish to check the reviews on amazon.com in order to better select a novel that fits your interests AND helps you with the essay in
August. YOU MAY PURCHASE THE BOOK YOU SELECT OR CHECK IT OUT FROM YOUR LIBRARY BUT YOU WILL NEED TO HAVE IT IN CLASS IN AUGUST.

3. Read the novel. Take notes based upon the prompt: “How does the novel help the reader understand what it means to be an ‘American’ in our history?” Create an outline of the essay you will write in August. Submit that outline on Edmodo not later than August 25. The format of the outline is up to you but you must be able to write the essay using ONLY the outline — for that reason the outline should include quotes, page numbers, ideas to be included in the essay, references to our history, etc. The actual prompt for the essay will relate to your novel and to the concept of “being American”.

4. When you return you will take a novel-specific quiz on the book you selected (characters, events, themes, author thesis/message, etc.)

**Titles List** (author in parentheses):

- A Prayer for Owen Meany (Irving)
- A Tree Grows in Brooklyn (Smith)
- Absalom, Absalom (Faulkner)
- All the King’s Men (Warren)
- An American Tragedy (Dreiser)
- Andersonville (Kantor)
- Blood Meridian (McCarthy)
- Bonfire of the Vanities (Wolfe)
- Call it Sleep (Roth)
- Cane (Toomer)
- Columbine (Cullens)
- Death Comes for the Archbishop (Cather)
- East of Eden (Steinbeck)
- From Here to Eternity (Jones)
- Go Tell it on the Mountain (Baldwin)
- Gone With the Wind (Mitchell)
- Goodbye, Columbus (Roth)
- Home to Harlem (McKay)
- Horseman, Pass By (McMurty)
- Housekeeping (Robinson)
- How the Garcia Girls Lost Their Accents (Alvarez)
- Ironweed (Kennedy)
- Jazz (Morrison)
- Light in August (Faulkner)
- Little Children (Perotta)
- Look Homeward, Angel (Wolfe)
- Maggie: Girl of the Streets (Crane)
- Main Street (Lewis)
- My Antonia (Cather)
- Native Son (Wright)
- O Pioneers! (Cather)
- One Lonely Night (Spillane)
- Play it as it Lays (Didion)
- Rabbit, Run (Updike)
- Ragtime (Doctorow)
- Red Harvest (Hammett)
- Revolutionary Road (Yates)
- Salvage the Bones (Ward)
- Shane (Schaefer)
- Sister Carrie (Dreiser)
- Sometimes a Great Notion (Kesey)
- Suttree (McCarthy)
- The Abstinence Teacher (Perotta)
- The Adventures of Augie March (Bellow)
- The Age of Innocence (Wharton)
- The American Heiress (Goodwin)
- The Art of Fielding (Harbach)
- The Assistant (Malamud)
- The Awakening (Chopin)
- The Big Sleep (Chandler)
- The Bostonians (James)
- The Bridge of the San Luis Rey (Wilder)
- The Call of the Wild (London)
- The Corrections (Franzen)
- The Family Fang (Wilson)
- The Golden Bowl (James)
- The Good Earth (Buck)
- The Heart is a Lonely Hunter (McCullers)
- The Heart of the Matter (Greene)
- The House of Mirth (Wharton)
- The Jungle (Sinclair)
- The Kitchen House (Grissom)
- The Magnificent Ambersons (Tarkington)
- The Maltese Falcon (Hammett)
- The Moviegoer (Percy)
- The Natural (Malamud)
- The Scarlet Letter (Hawthorne)
- The Sheltering Sky (Bowles)
- The Sound and the Fury (Faulkner)
- The Weird Sisters (Brown)
- Three Lives (Stein)
- To Have and Have Not (Underworld (DeLillo)
- Washington Square
- White Noise (DeLillo)
- Winesburg, Ohio (Anderson)
- Winter’s Tale (Helprin)
CIVICS:

All students entering Civics are required to read a book (fiction or non-fiction) that discusses either the nature of government or the character of the American people. Students will then write an essay of 500 words answering the question, “What does the book you read say about Americans or their government?” This essay will be submitted on the first day of class.

Below is a list of possible titles for this assignment. Students may also select a title not on this list by obtaining the approval of Mr. Vermilyea (pvermilyea@hvrhs.org). Please email Mr. Vermilyea with any questions. (Please note: All Civics students – not just those taking it in the Fall semester – are to complete this assignment and submit it on the first day of their class).

<table>
<thead>
<tr>
<th>Titles</th>
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<tbody>
<tr>
<td>Profiles in Courage</td>
<td>The Nine</td>
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<tr>
<td>All the President’s Men</td>
<td>The Brethren</td>
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<tr>
<td>A More Perfect Union</td>
<td>Hardball</td>
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<tr>
<td>White Noise</td>
<td>Founding Brothers</td>
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<tr>
<td>1984</td>
<td>Game Change</td>
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<td>Brave New World</td>
<td>Wag the Dog</td>
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<tr>
<td>The Audacity of Hope</td>
<td>All the King’s Men</td>
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<td>An Inconvenient Truth</td>
<td>Primary Colors</td>
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<td>Erin Brocovich</td>
<td>The People’s Choice</td>
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<tr>
<td>A Civil Action</td>
<td>Zero Game</td>
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<tr>
<td>Fahrenheit 451</td>
<td>Any of the books by Bob Woodward</td>
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<td>Catch 22</td>
<td>Any of the books by 2012 presidential candidates</td>
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<td>The Communist Manifesto</td>
<td>Any of the books on “The Making of the President ...”</td>
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<tr>
<td>Steal this Book!</td>
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<tr>
<td>What it Takes</td>
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</table>
Please read The Prince* by Niccolo Machiavelli. Written during 1513 and published in 1532, Machiavelli reflects on the dynamics of power and its importance to a state’s leader. As you read these works, please reflect this work and do the following:

- Identify an example of a modern day “Prince”. Your selection could be an individual in our current environment or someone from modern history.
- Prepare an outline that you can use to help you write an essay that explains why you think the individual fits Machiavelli’s profile. Be sure to include specific references to the text along with your own analysis in your outline notes. ALSO, please be sure to mention Machiavelli’s thoughts about the need to be able to wage war as part of your analysis.
- OR
- If you think Machiavelli is no longer relevant, prepare an outline to that effect and be sure to explain your thoughts with plenty of examples from current events as well as from the text.

You should bring your notes to class on the first day of school. We will use one of the first long blocks as time for you to write three to five page essay that fleshes out the information in your outline.

You will have to interpret the material to derive your answers to these questions. Don’t be afraid to take a risk in your interpretation – remember this is a philosophy class and it is about thinking. The most important guideline to follow is to thoroughly explain your ideas and use evidence from the book and current events and/or modern history.

# MODERN EUROPEAN HISTORY CP: ANIMAL FARM RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Up to 20 points</th>
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<th>Up to 10 points</th>
<th>5 points or less</th>
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<tbody>
<tr>
<td>Thesis</td>
<td>The thesis is clearly discernible in the Introduction and is well supported throughout the essay. There is little digression from the main thesis. Up to 20 points</td>
<td>The thesis can be identified in the introduction; however, it is not evenly supported throughout the essay. There is some digression. Up to 15 points</td>
<td>The thesis is unclear. The essay is a string of unconnected ideas. Up to 10 points</td>
<td>There appears to be no thesis in the introduction. 5 points or less</td>
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<tr>
<td>Support</td>
<td>The essay includes rich, varied support from throughout the book. Up to 20 points</td>
<td>The essay has support from the book; however, it is limited to a few sections of each chapter. Up to 15 points</td>
<td>The essay has limited support from the book. Up to 10 points</td>
<td>There is little or no support from the book. 5 points or less</td>
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<tr>
<td>Grammar/Spelling</td>
<td>The essay is free of grammatical and/or spelling errors. The essay has been carefully proof-read. Up to 20 points</td>
<td>The essay has a few grammatical and/or spelling errors. The essay needs to be better proof-read. Up to 15 points</td>
<td>The essay has several grammatical and/or spelling errors. The essay was hastily proof-read. Up to 10 points</td>
<td>The essay appears to have not been proof-read. 5 points or less</td>
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<tr>
<td>Topic Sentences</td>
<td>Each body paragraph has a topic sentence that refers back to the thesis and reflects the remainder of the paragraph. Up to 20 points</td>
<td>There are topic sentences for each body paragraph; however, they do not always refer back to the thesis. The remainder of the paragraph may have information that does not reflect the topic sentence. Up to 15 points</td>
<td>The topic sentences do not reflect the thesis. The body paragraphs diverge from the stated topic. Up to 10 points</td>
<td>The body paragraphs do not have topic sentences. 5 points or less</td>
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<tr>
<td>Understanding/Effort</td>
<td>The essay reflects excellent understanding of the material and a great deal of insight. Excellent effort was made. Up to 20 points</td>
<td>The essay reflects some understanding of the material and some thought about the assignment. Up to 15 points</td>
<td>The essay appears to be hastily put together with little or no thought. The topics addressed are a cursory summary of the material. Up to 10 points</td>
<td>The essay appears to be completed at the last moment and contains little or no insight beyond a book report. 5 points or less</td>
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<td>The body paragraphs do not have topic sentences. 5 points or less</td>
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<tr>
<td>Understanding/Effort</td>
<td>The essay reflects excellent understanding of the material and a great deal of insight. Excellent effort was made. The essay critically analyzes major issues of the work and clearly compares and</td>
<td>The essay reflects some understanding of the material and some thought about the assignment. Some effort is made at analysis, however only a few ideas from each chapter are focused upon.</td>
<td>The essay appears to be hastily put together with little or no thought. The topics addressed are a cursory summary of the material. Ideas from only chapter are discussed.</td>
<td>The essay appears to be completed at the last moment and contains little or no insight beyond a book report. 5 points or less</td>
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<tr>
<td>contrasts the two chapters. Up to 20 points</td>
<td>Up to 15 points</td>
<td>Up to 10 points</td>
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