



HAWTHORNE ACADEMY SUMMER 2019 READING ASSIGNMENT

All Hawthorne Academy students are required to read *What Unites Us: Reflections on Patriotism* by Dan Rather and Elliot Kirschner. After reading *What Unites Us*, students will write an essay, one to two pages in length, which responds to the writing prompt for the appropriate grade level as noted below. Essays will be turned in the first week of school and count as a 1st semester informal grade. Class discussions will follow and stellar essays will be shared schoolwide.

The Summer Reading Assignment will aid students in mastering the following Common Core State College Career Readiness Anchor Standards:

CCR Anchor Standard Reading Informational Text.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor Standard Writing.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essay Prompt: Grades 9/10

After reading the authors' reflections, how would you define what **patriotism** means to you? What **common ground** do you share with others? Use textual evidence to support your answers.

Essay Prompt: Grades 11/12

After reading the authors' reflections, how would you define what **patriotism** means to you? What **common ground** do you share with others? What **tone and biases** are exhibited by the authors? Use textual evidence to support your answers.

Essay Details

After reading the book, please compose an essay using the prompt for your upcoming grade level that is typed, double spaced, and in 12 pt Times New Roman font.

Your essay should provide a clear claim that is then proved through supporting points and text evidence; your claim and supporting points should be summarized in a thesis statement placed at the end of the introductory paragraph. Body paragraphs should begin with topic sentences that clearly communicate the purpose of that paragraph; this should be followed by evidence and reasoning. Remember to close your essay with a concluding paragraph.

Please see the rubric below for how essays will be graded.

Book Availability

Print and digital copies are available at Charlotte Mecklenburg Library using student OneAccess accounts (www.cmlibrary.org); Copies can also be purchased from Amazon.com (print and Kindle formats) or from a local bookstore.

Criteria	Levels of Achievement			
	4	3	2	1
Introduction, thesis, and conclusion (x6)	Intro provides context for the rest of the paper; thesis is explicit and clear; conclusion recasts thesis and provides cohesion to whole paper 24	Either intro provides insufficient context for the rest of the paper, thesis is lacking in clarity, OR conclusion fails to recast thesis effectively 18	Intro provides little context for the paper; thesis is implicit and hard to find; conclusion makes insufficient reference to thesis 12	Intro does not provide context for the paper; thesis is undetectable; conclusion seems unrelated to the rest of the paper 6
Inferences and Conclusions supported by textual evidence (x5)	Textual inferences and conclusions are supported by use of textual evidence that clearly relates to the thesis and effectively support the synthesis 20	Inferences and Conclusions are supported but could be more clearly related; all ideas are not explicitly related to thesis 15	Inferences and conclusions are either unclear or too broad or too narrow to demonstrate relation to synthesis; little connection between inferences, conclusions and given evidence 10	Inferences and conclusions poorly constructed with carelessly selected details; no supporting evidence 5
Synthesis (For 11th & 12th discussion of author's tone/bias included) (x6)	Clearly identified synthesis based on well-supported and well-selected points of comparison and/or departure among the texts 24	Synthesis identifiable but could be more explicit and better developed; sufficiently supported by ideas from the texts 18	Synthesis is hard to find or poorly developed; insufficiently supported by ideas from the texts 12	No connection among texts or no apparent attempt at developing a synthesis 6
Writing conventions and length (x5)	Logical sequence of paragraphs; transition sentences and cohesion markers used effectively throughout paper. At least 2 pages typed, double spaced. 20	Sequence of paragraphs is good but could be improved; some transition sentences and cohesion markers are used but could be more effective. At least 2 pages typed, double space. 15	Sequence of paragraphs seems to be out of logical sequence; insufficient transitions and cohesion markers. Paper is less than 2 pages typed, double spaced. 10	Paragraphs seem to be out of order and haphazard throughout; no transition sentences or cohesion markers are used. Paper is one page or less typed, double spaced. 5
Mechanics and use of language and citations (x3)	Superior editing – limited errors in spelling, grammar, word order, word usage, and punctuation; proper citation of texts 12	Good editing – few errors <u>per page</u> in spelling, grammar, word usage, and punctuation; few errors in citations 9	Careless editing – several errors <u>per paragraph</u> in spelling, grammar, word order, word usage, punctuation; several errors in citations 6	No editing – many errors throughout in spelling, grammar, word order, word usage, punctuation, and citations 3
Total possible	100	75	50	25