**Assessment Summary & Writing Context**

Today, you will demonstrate your ability to analyze the literary strategies used by an author to support his/her main argument. This is a timed essay, so you will have 40 minutes to complete your response.

Write your analysis (MEL-EL-Con) on a separate sheet of paper in blue/black pen, responding to the following question:

*In “Narrative of the Life of Frederick Douglass, an American Slave,” Douglass uses imagery and irony to differentiate between the mythology and realities of southern slavery through the slave perspective. How does Douglass use imagery and irony to illustrate the realities of slavery? Use specific examples and direct quotations to support your answer.*

**Resources/Text:**
- *Narrative of the Life of Frederick Douglass*
- Reading Journal Packet
- ‘Exploring Imagery and Irony’ assignment
- Rubric with assignment scoring details

**Form, Structure, & Organization Requirements**

**Form**
- Your paragraph must be written in blue/black ink
- Your paragraph must have a main idea that responds to the prompt and presents a claim
- Your paragraph must be organized in a clear paragraph that presents and analyzes evidence with attention to MEL-EL-Con structure.
- It must be neatly written with consideration of basic writing conventions *(subject-verb / pronoun-antecedent agreement will be heavily considered).*

**Structure**
- Your essay will have a body paragraph that follows the MEL-EL-Con format *(link will be weighted heavily)*

**Guidelines/Goals**
- Think of your paper as the fulfillment of the following goals:
  1. You will communicate your analysis of imagery and irony in Douglass’s text.
  2. You should identify evidence of at least 2 specific quotes from the text with each addressing imagery and irony.
  3. You need to provide analysis of HOW imagery and irony is effective in illustrating the realities of southern slavery.

**Content/Standard Focus Areas**

**Common Core**
- W.10.1.a-e. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.10.10. Write routinely over shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

**Helpful Reminders**
- MEL-Con = Main Idea Sentence, Evidence Quote x2, Link Sentences, Concluding Sentence
### Analysis Writing MEL-Con Rubric

<table>
<thead>
<tr>
<th>Essay Scoring Guide:</th>
<th>4 (Sophisticated/Effective)</th>
<th>3 (Proficient)</th>
<th>2 (Emerging)</th>
<th>1 (Insufficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Ideas &amp; Focus</strong></td>
<td>Topic sentences are clear and concise. There are no shifts in focus.</td>
<td>Topic sentences may be somewhat unclear.</td>
<td>Your topic sentences do not consistently support your position on the prompt. There are minor shifts in focus throughout the paragraph.</td>
<td>Your topic sentence is not clearly focused and may include tangential shifts unrelated to the thesis.</td>
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<td>Score:_________</td>
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<tr>
<td><strong>Evidence</strong></td>
<td>For each literary strategy identified, you have included specific, ample, appropriate, and accurate evidence from the letter to support. All direct quotes are properly integrated with transitional material.</td>
<td>Evidence is provided for each literary strategy, but may be somewhat basic in its support and may provide somewhat general information.</td>
<td>Evidence is insufficient or inconsistently supports your claim.</td>
<td>Evidence is missing, inaccurate or irrelevant to the strategies identified.</td>
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<td>Score:_________</td>
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<tr>
<td><strong>Links/Analysis</strong></td>
<td>For each piece of evidence, you include sentences that interpret Douglass’s use of a literary strategy. You include sophisticated analysis of how strategies illustrate the realities of the larger context of southern slavery.</td>
<td>Analysis of each piece of evidence includes a clear interpretation and provides a somewhat general connection to larger context.</td>
<td>Analysis simply restates or summarizes evidence and provides only a generic reference to the larger context.</td>
<td>Analysis is missing, unclear, lacks focus on the claim, or makes unsophisticated assumptions. No reference to larger context.</td>
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<td>Score x2:_________</td>
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<tr>
<td><strong>Language (Subject-Verb / Pronoun-Antecedent Agreement)</strong></td>
<td>Vocabulary and sentence structure are especially sophisticated and effective for an academic audience. There are no distracting grammatical or spelling errors.</td>
<td>Your vocabulary and sentence structure are clear and concise and appropriate for an academic audience. There are very few distracting grammatical or spelling errors.</td>
<td>Your sentences are wordy. Not all language choices are appropriate for academic audiences; very informal. Spelling/grammar are somewhat distracting (subject-verb / pronoun-antecedent agreement)</td>
<td>Language is informal, unsophisticated and inappropriate for formal essay context. Spelling and grammar are very distracting.</td>
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<tr>
<td><strong>Structure &amp; Format</strong></td>
<td>Your paragraph has a complete paragraph that correctly follows the guidelines for MEL-EL-Con.</td>
<td>Your paragraph has a complete paragraph, but it does not correctly follow the format guidelines for MEL-EL-Con.</td>
<td>Your paragraph has a complete paragraph, but it may be missing a piece of the MEL-EL-Con framework. Your essay is not written in blue/black pen.</td>
<td>Your paragraph has a complete paragraph, but it may be missing several pieces of the MEL-EL-Con framework. OR Your paragraph is incomplete. OR Handwriting is illegible.</td>
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<td>Score:_________</td>
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Score Total:_______/24

Comments: