

Name: _____ Period: _____ Unit: **American Realism** Unit Goal: _____

Unit Goal: Write an expository essay that evaluates how REALIST artists and author's effectively use ethos, pathos, and/or logos to communicate and support and their ideas about (in)justice.

Progress Check 1:

Evaluator: _____

“What to the Slave is the Fourth of July” by Frederick Douglass

Check mark the evidence found. Circle or highlight what is missing.

PART I: Can you describe the author's background?

- ___ Completing the prompt's task accurately.
- ___ Including a topic sentence integrates the prompts key signal words.
- ___ Supporting ideas of by citing evidence and details from the text.
- ___ Providing analysis and commentary which elaborates on details and evidence.
- ___ Writing a paragraph that contains no errors in grammar, spelling, or punctuation.

Mastery Level _____

Part II: Identify purpose and central claim and analyze author's use of ethos, pathos, and logos to support philosophical beliefs.

- ___ Completing the prompt's task accurately.
- ___ Including a topic sentence integrates the prompts key signal words.
- ___ Supporting ideas of by citing evidence and details from the text.
- ___ Providing analysis and commentary which elaborates on details and evidence.
- ___ Writing a paragraph that contains no errors in grammar, spelling, or punctuation.

Mastery Level _____

Progress Check 2:

Evaluator: _____

“The Lowest Animal” by Mark Twain

Check mark the evidence found. Circle or highlight what is missing.

PART I: Can you describe the author's background?

- ___ Completing the prompt's task accurately.
- ___ Including a topic sentence integrates the prompts key signal words.
- ___ Supporting ideas of by citing evidence and details from the text.
- ___ Providing analysis and commentary which elaborates on details and evidence.
- ___ Writing a paragraph that contains no errors in grammar, spelling, or punctuation.

Mastery Level _____

Part II: Identify purpose and central claim and analyze author's use of SATIRE, IRONY and the rhetorical triangle to support philosophical beliefs.

- ___ Completing the prompt's task accurately.
- ___ Including a topic sentence integrates the prompts key signal words.
- ___ Supporting ideas of by citing evidence and details from the text.
- ___ Providing analysis and commentary which elaborates on details and evidence.
- ___ Writing a paragraph that contains no errors in grammar, spelling, or punctuation.

Mastery Level _____

Progress Check 3:

Evaluator: _____

“Occurrence at Owl Creek Bridge” by Ambrose Bierce

Check mark the evidence found. Circle or highlight what is missing.

PART I: Can you describe the author's background?

- ___ Completing the prompt's task accurately.
- ___ Including a topic sentence integrates the prompts key signal words.
- ___ Supporting ideas of by citing evidence and details from the text.
- ___ Providing analysis and commentary which elaborates on details and evidence.
- ___ Writing a paragraph that contains no errors in grammar, spelling, or punctuation.

Mastery Level _____

Part II: Identify purpose and THEME and analyze author's use of POINT OF VIEW and the rhetorical triangle to support philosophical beliefs.

- ___ Completing the prompt's task accurately.
- ___ Including a topic sentence integrates the prompts key signal words.
- ___ Supporting ideas of by citing evidence and details from the text.
- ___ Providing analysis and commentary which elaborates on details and evidence.
- ___ Writing a paragraph that contains no errors in grammar, spelling, or punctuation.

Mastery Level _____