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| Starting Out | **ELA 20** |

Paragraph Writing Analysis

CC20.1b Create spoken, written, multimedia, and other representations that include:

* + a clear thesis
	+ accurate, appropriate, and convincing details to support the thesis
	+ a style, voice, and format that is audience and purpose appropriate
	+ unity, coherence, and emphasis in a logical progression and with logical support for ideas/thesis
	+ effective and clear organization patterns
	+ a valid and justifiable conclusion.

TASK: Choose one of the two poems and write a paragraph in which you analyze the role of the parents in the life of their son.

Power 1: The parents in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (write a one sentence evaluation of the parents.

 Power 2: support your power 1

 Power 3: a line(s) from the poem to support your power 2

 Power 2: support your power 1

 Power 3: a line(s) from the poem to support your power 2

 Power 2: support your power 1

 Power 3: a line(s) from the poem to support your power 2

Power 4: Concluding sentence.

Student Name

ELA 20

Ms. McLeod

October 17, 2018

The Parents’ Sacrifices in W.H. Auden’s “The Average”

 The parents in W.H. Auden’s “The Average” make significant personal sacrifices to secure a successful future for their son who, consequently, feels inadequate to achieve what they expect from him. In the first stanza, we learn that the “peasant parents killed themselves with toil / To let their darling leave a stingy soil” (1-2). This tells us that they are farmers, likely not sophisticated or wealthy. Everything they do is to see their son surpass them by having one of the “smart professions” so that he will have an easy, rich life (3-4). Their son feels “pressure” from his parents’ “fond ambition” (5) and he feels that he will not have his parents’ love if he does not measure up to their expectations of his future. He loves the country (6) but his parents do not seem to notice that their son does not want the rich, easy life they have striven to give him. In addition, he is “shy” and “afraid” (6) which are not the kind of attributes that easily lead to success in a business or professional career. His parents see him as a hero, but he realizes that he is an “Average Man” (13) and that he can never accomplish the kind of career they want for him. They send him out “without maps or supplies,” meaning that he does not have the gifting or the ability to make it in the career they have thrust on him (9). The son has no map, suggesting that he is lost. His parents fail to see how stressful is the path they have chosen for their son with “his blood-shot eyes” (11). He feels all alone: “The silence roared displeasure” (12). He has tried to please his parents, but he is failing at this career they have chosen for him. Although the parents intend to spare their son the difficult life of hard physical labour they have known, they fail to notice that his abilities and his desires lie in a country life.

Paragraph Assessment

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Paragraph Writing: Evaluation of Parents from Poem

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| Components | Score |
| a clear thesis | /5 |
| accurate, appropriate, and convincing details to support the thesis (Three) | /6 |
| a style, voice, and format that is audience and purpose appropriate | /2 |
| **unity**, **coherence**, and emphasis in a **logical progression** and with **logical support** for ideas/thesis | /4 |
| effective and clear **organization** patterns | /4 |
| a valid and justifiable **conclusion** | /3 |
| effective incorporation of **citations** | /3 |
| insightful **analysis** of poem (related to thesis) | /5 |
| correct **syntax** (sentence structures) and **conventions** | /3 |
| total | /35 |