**Analytical Assignment on “Sonny’s Blues”**

Whether you are writing for regular (C.P. and Advanced) credit or Honors, you should adhere to the TEAL method and consult the orange Five Simple Rules sheet and the yellow rubric out as you write.

Regular Assignment

**Write an analytical paragraph comparing any two of the following pairs of characters: the narrator and Sonny; Sonny and the man on the street; the narrator and Creole; Sonny and Neil (from “Goodbye, Columbus”).**

You might decide that one of the characters is to blame or you might decide that other forces are at work. There isn’t a right answer; you simply have to use detailed analysis of the text to prove your point. Your paragraph should be about a page long and contain three quotations.

Honors Assignment

**In not more than two pages, *compare and contrast the story of the father and his brother to the story of the narrator and Sonny.***

There is not a prescribed number of paragraphs for this assignment. You should write the number that your argument seems to demand, though four should probably be the maximum. Do not spend a lot of space on the introduction. One sentence of lead-in, plus a thesis should be plenty. Remember that even though this is a compare/contrast essay, you need a specific thesis that reaches a conclusion about how these two characters function in the design of the novella as a whole. “Neil and the small colored boy have some similarities and some differences,” is not sufficient.

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|  | **Just Begins** | **Approaching** | **Meets** | **Exceeds** |
| **Ideas/Content: the essay:**   * contains clear,valid, arguable, insightful thesis that addresses some nuances in the text * convincingly explains   importance of thesis   * uses MLA style to cite quotations accurately; quotations are elegantly integrated into the text; they are introduced, contextualized, and explained; evidence is accurate, relevant and sufficient, and in places particularly well-chosen * analyzes author’s language effectively; contains appropriate and sufficient discussions of opposing views or alternate interpretations. * shows clear understanding of the text with some insight into its nuances |  |  |  |  |
| **Organization**   * Intro. draws reader in, establishes the topic and may contain an implicit thesis * Concluding paragraph contains an element of discovery or surprise * Multiple paragraphs develop the thesis   in a well-chosen order that gradually builds an argument   * Essay consistently uses transitional phrases, clauses, and sentences to structure a coherent argument * Body paragraphs are organized and develop one part of the overall thesis |  |  |  |  |
| **Voice**   * Writer sometimes makes stylistic choices to make the voice distinctive |  |  |  |  |
| **Word Choice: The Essay uses:**   * A level of vocabulary appropriate for the issue or text; varied and clear word choices; vivid verbs and specific nouns consistently, and adjectives and adverbs sparingly |  |  |  |  |
| **Sentence Structure: The essay**   * Avoids sentence fragments, run-ons, and comma-splices, uses: openers and closers for variety, and uses a variety of phrases and sentence types * Uses: the active voice; subject-verb split position for variety; a variety of clauses; deliberately uses passive voice/sentence errors as a rhetorical choice |  |  |  |  |
| **Mechanics: the essay**   * Punctuates phrases correctly; avoids errors in subject/verb, pronoun/ antecedent agreement and parallelism * Shows evidence of proofreading |  |  |  |  |