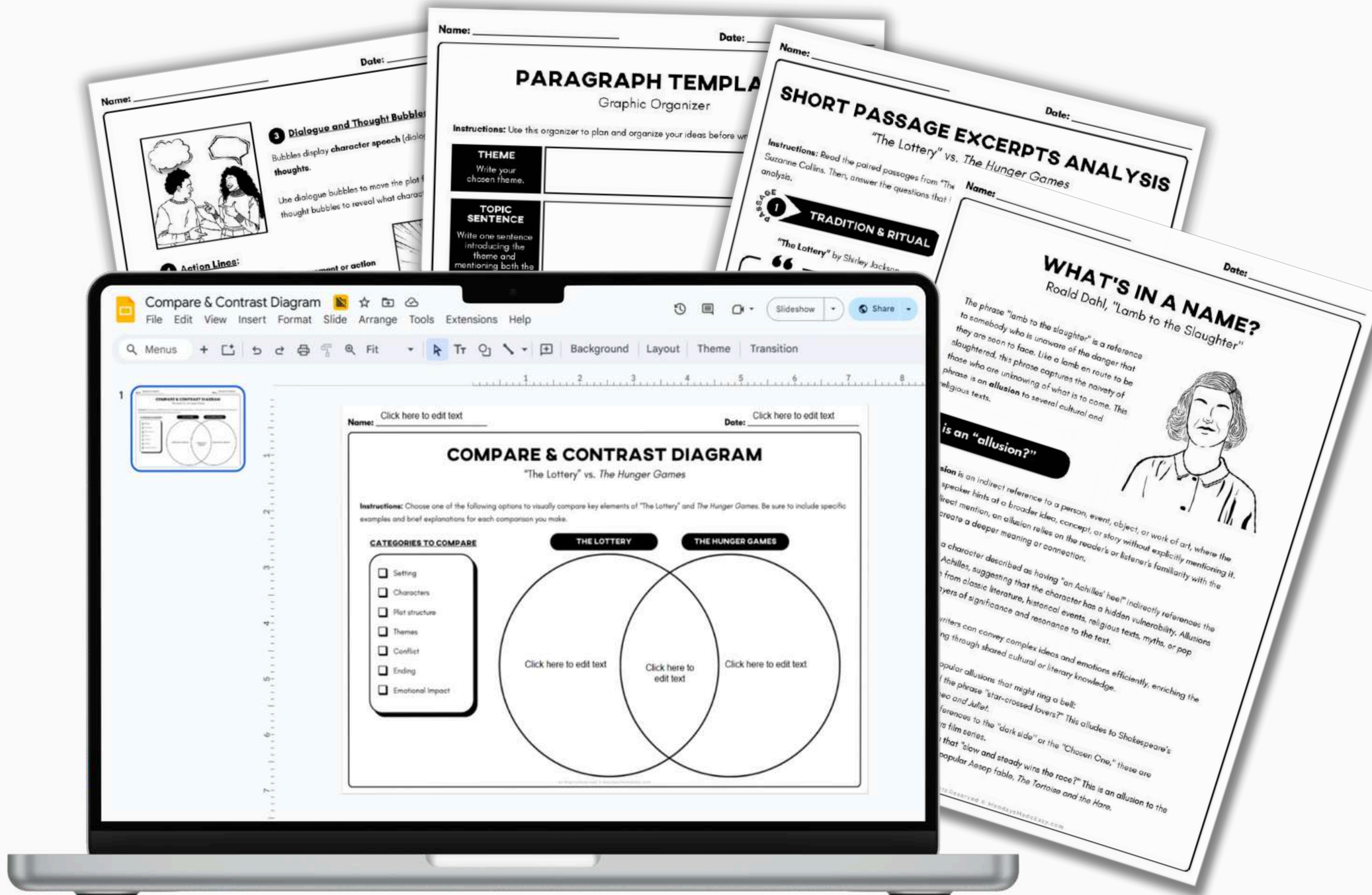


# Short Story Bundle for 9<sup>th</sup> Grade

Explore dystopia, analyze characterization, and teach argumentative writing with this short story bundle!



- Engage students with **three engaging short story units** - Lamb to the Slaughter, The Lottery, and Thank You, Ma'am - that teach literary analysis, characterization, and themes.
- **Build critical thinking skills through interactive activities** like board games, Jeopardy reviews, Netflix adaptation projects, and more.
- **Support flexible teaching** with both print and digital resources for Google Classroom®, making lessons easy to integrate into any learning environment.

**Includes Three Modern, Best-Selling Short Story Units!**

**PURCHASE HERE**

# Included with this resource:



## Three Short Story Units

- “Lamb to the Slaughter” by Roald Dahl
- “Thank You, Ma’am” by Langston Hughes
- “The Lottery” by Shirley Jackson



## 6+ Weeks of Engaging Materials



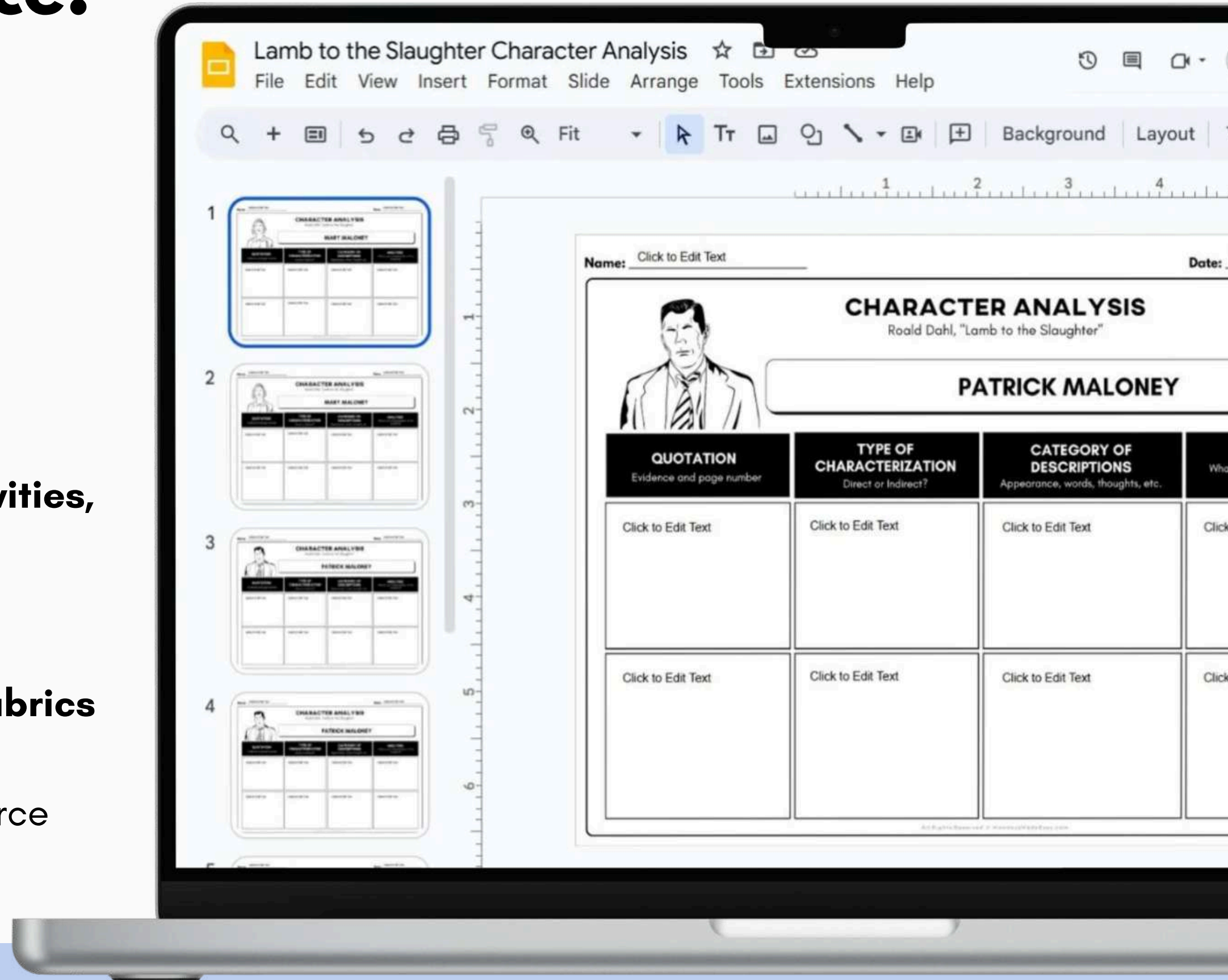
**Literary Analysis Tasks, Close Reading Activities, Text Connections, Game-Based Review,** and More!



**Assessment Materials, Answer Keys, and Rubrics**



**Teacher Instructions** for how to use this resource



**Includes Digital Resources for Google Drive®**

# “The Lottery” Short Story Unit

Explore Shirley Jackson’s classic short story with these modern lessons and activities!

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

## GUIDED DISCUSSION QUESTIONS

“The Lottery” vs. *The Hunger Games*

**Instructions:** In your group, discuss the following questions. Take notes or record your thoughts on each one. Be prepared to share your ideas with the class.

**Topic:** Tradition, Rebellion, and Society through Structure

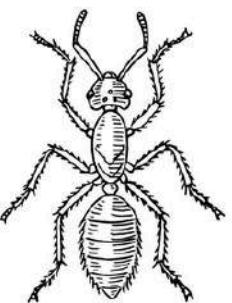
- How does the structure of each story reflect or support its themes about tradition?
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
- How is rebellion portrayed differently in each text’s structure?
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_

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

## MAWÉ PEOPLE: "BULLET ANT GLOVES"

*Global Rituals*



The Mawé are Indigenous peoples of north-western Brazil. To mark a boy's coming of age into manhood, he must wear gloves filled with bullet ants. Bullet ants have an excruciatingly painful sting – more than any other insect. These ants are gathered and placed into sedative until they lose consciousness. Then, they are sewn into gloves made from woven leaves. When the ants regain consciousness, the young man must place his hands in the gloves and endure the horrendous stings. This ceremony is repeated twenty times before the initiation is complete.

This ritual is said to prepare the child for life as a man in the Mawé tribe. In order to be accepted into manhood, one must be able to overcome the pain found in the Amazon jungle.

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

## COMPARE & CONTRAST ACTIVITY

“The Lottery” vs. *The Hunger Games*

Both “*The Lottery*” by Shirley Jackson and *The Hunger Games* by Suzanne Collins explore powerful themes like tradition, control, and rebellion – but they use different structures and story elements to deliver their messages.



This activity guides you in **comparing** and **contrasting** the structures of both stories to deepen your understanding of how an author’s choices in form shape the story’s meaning.

- SHORT PASSAGE EXCERPTS**

First, you will read selected short excerpts from both stories carefully, paying attention to details that show conflict, suspense, tradition, or control. As you read, pay attention to how the stories are structured—notice pacing, how information is revealed, and any shifts in time or focus.
- GUIDED DISCUSSION QUESTIONS**

Next, you will participate in guided discussions using provided question cards. These questions are designed to help you think about how each story portrays tradition, rebellion, and society. You will also explore how the order and timing of events influence your experience and understanding as a reader.
- PLOT STRUCTURE COMPARISON CHART**

After discussing, you will complete a detailed comparison chart. This chart will help you to examine six important story elements: setting, plot structure, conflict, resolution, and theme. You should use specific evidence from the texts to show the similarities and differences between the two stories.

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

## COMPARE & CONTRAST DIAGRAM

“The Lottery” vs. *The Hunger Games*



Use the following options to visually compare key elements of “The Lottery” and *The Hunger Games*. Be sure to include specific evidence for each comparison you make.

ARE	THE LOTTERY	THE HUNGER GAMES
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

## CHARACTER ANALYSIS

Shirley Jackson, “The Lottery”


CHARACTER	QUOTATION Evidence and page number	CONNECTION TO MAJOR THEMES Which big idea from the text does this evidence support?	ANALYSIS What is your interpretation of this evidence?
 Tossie Hutchinson			
 Bill Hutchinson			

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

## SCOTLAND: "BLACKENING OF THE BRIDE"

*Global Rituals*



In the rural regions of north-east Scotland, a messy wedding tradition takes place before the bride and groom are wed. The friends and family of the bride and groom capture them in order to cover them in a variety of off-putting materials – these can include flour, feathers, food, and a sticky syrup-like adhesive. After soiling the couple, they are paraded around town in the back of a truck.

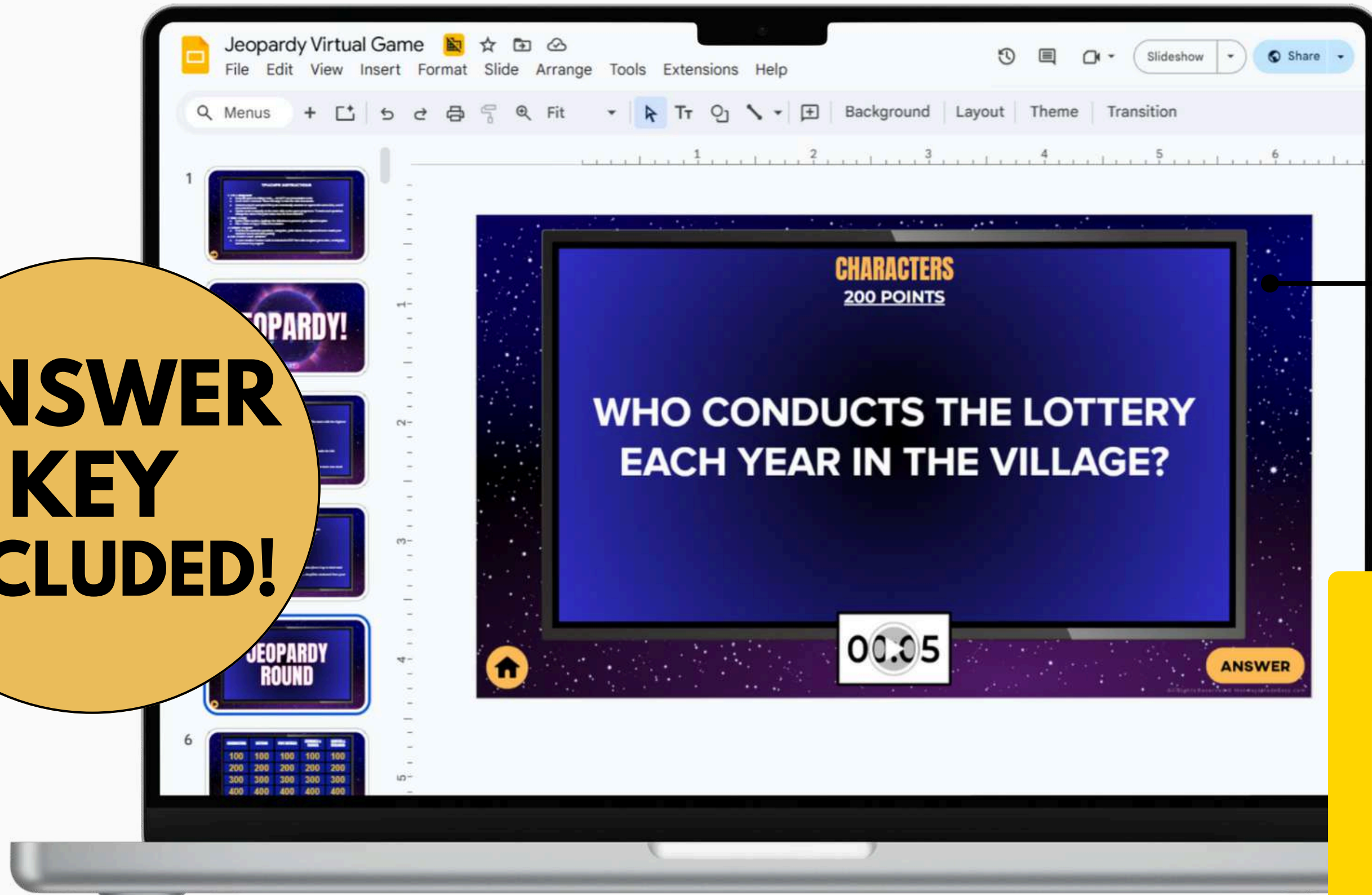
This ceremony seems to have evolved from a wedding ritual where the bride and groom wash their feet before marriage. In the early 19th century, this ritual developed to involve blackening the feet prior to the ceremony. Over time, the ritual has continued to develop into a rambunctious and humiliating display.

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# Jeopardy Review Game

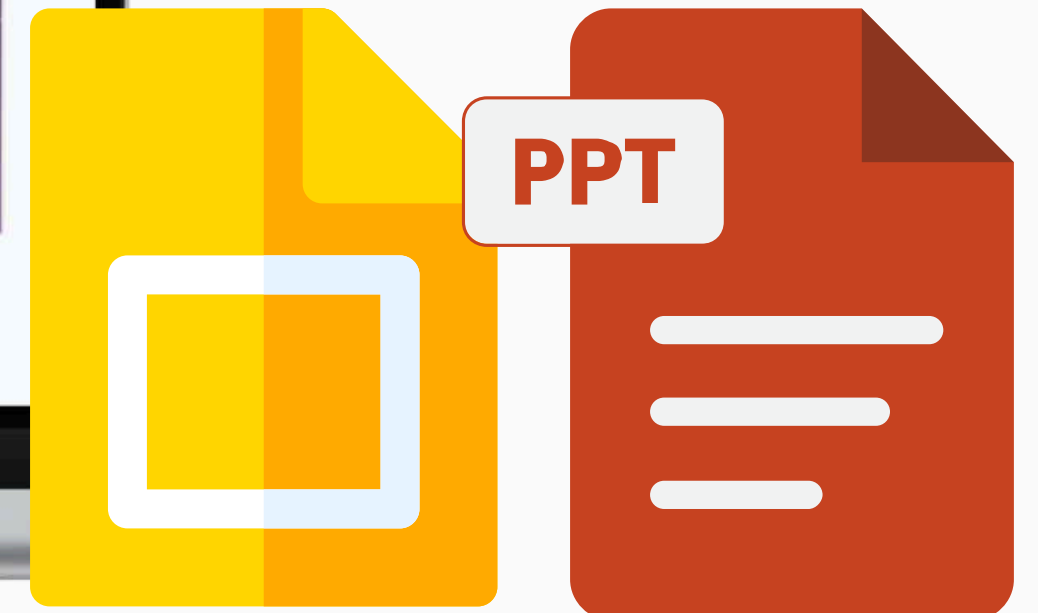
This editable trivia game for "The Lottery" includes 46 text-based questions!

**ANSWER  
KEY  
INCLUDED!**



## Categories include:

- Characters
- Setting
- Plot Details
- Symbols & Themes
- Quotes & Dialogue



# Netflix Adaptation Project

This unit includes guided templates and worksheets to design a 6-part Netflix series

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

## THEME JUSTIFICATION

Netflix Adaptation

**Instructions:** Choose a theme you believe is central to the story. Then, use and support your selection.

THEMES	THEME JUSTIFICATION
<input type="checkbox"/> Power & Control	1. What specific events or conflicts in the story hi
<input type="checkbox"/> Identity	
<input type="checkbox"/> Friendship	
<input type="checkbox"/> Betrayal	
<input type="checkbox"/> Courage	
<input type="checkbox"/> Freedom vs. Oppression	
<input type="checkbox"/> Justice	
<input type="checkbox"/> Coming of Age	
<input type="checkbox"/> Isolation	
<input type="checkbox"/> Loyalty	


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

## Netflix Adaptation

Instructional Handout

Netflix is calling – and they want you to bring the story to life!

In this immersive project, you'll step into the role of a producer tasked with turning a novel or short story into a hit streaming series. You'll analyze the plot, characters, themes, and structure—then reimagine it all for the screen.



### Step-by-Step Guide

From casting to episode breakdowns, each section below will guide you through the creative process.

#### 1 Netflix Thumbnail (Title Screen)

This section is your promo poster—the visual hook for your audience. Introduce your series with the following:

- Series Title:** The name of the show, just like a book or movie title. It's the first thing people see, and it should capture the theme, tone, or main idea of the story.
- Synopsis:** A brief summary that gives an overview of the main plot of a story, book, movie, or series. It highlights the key characters, setting, and central conflict—without giving away the ending.
- Genre Tags:** These are short labels that describe the style, tone, and content of a story. They help readers or viewers quickly understand what kind of experience to expect—just like on Netflix when you see tags like "thriller," "romance," or "sci-fi."
- Other Netflix details:** These are the small details that show when it came out, the age recommendation, how many seasons there are, and whether it's a series or a movie. Example: "New 2025 | 16+ | 1 Season | SERIES"
- Thumbnail:** This is an image that shows what the series is about. It typically features the main character, setting, or a dramatic scene to catch interest, and it should match the tone and genre of the story.

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

## RATING JUSTIFICATION

Netflix Adaptation

**Instructions:** Rate the story from 1 to 5 stars. Then, answer the questions below to explain your rating.

RATING	RATING JUSTIFICATION PROMPTS
<input type="checkbox"/> 5	1. What influenced your rating the most? <input type="checkbox"/> Characters <input type="checkbox"/> Writing style <input type="checkbox"/> Ending <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Pacing
<input type="checkbox"/> 4	Explain: _____
<input type="checkbox"/> 3	2. What was one part you especially liked or disliked? Why? _____
<input type="checkbox"/> 2	_____
<input type="checkbox"/> 1	3. Did the story surprise you, challenge you, or make you think? _____
	4. Would you recommend this story to someone else? Why or why not? _____

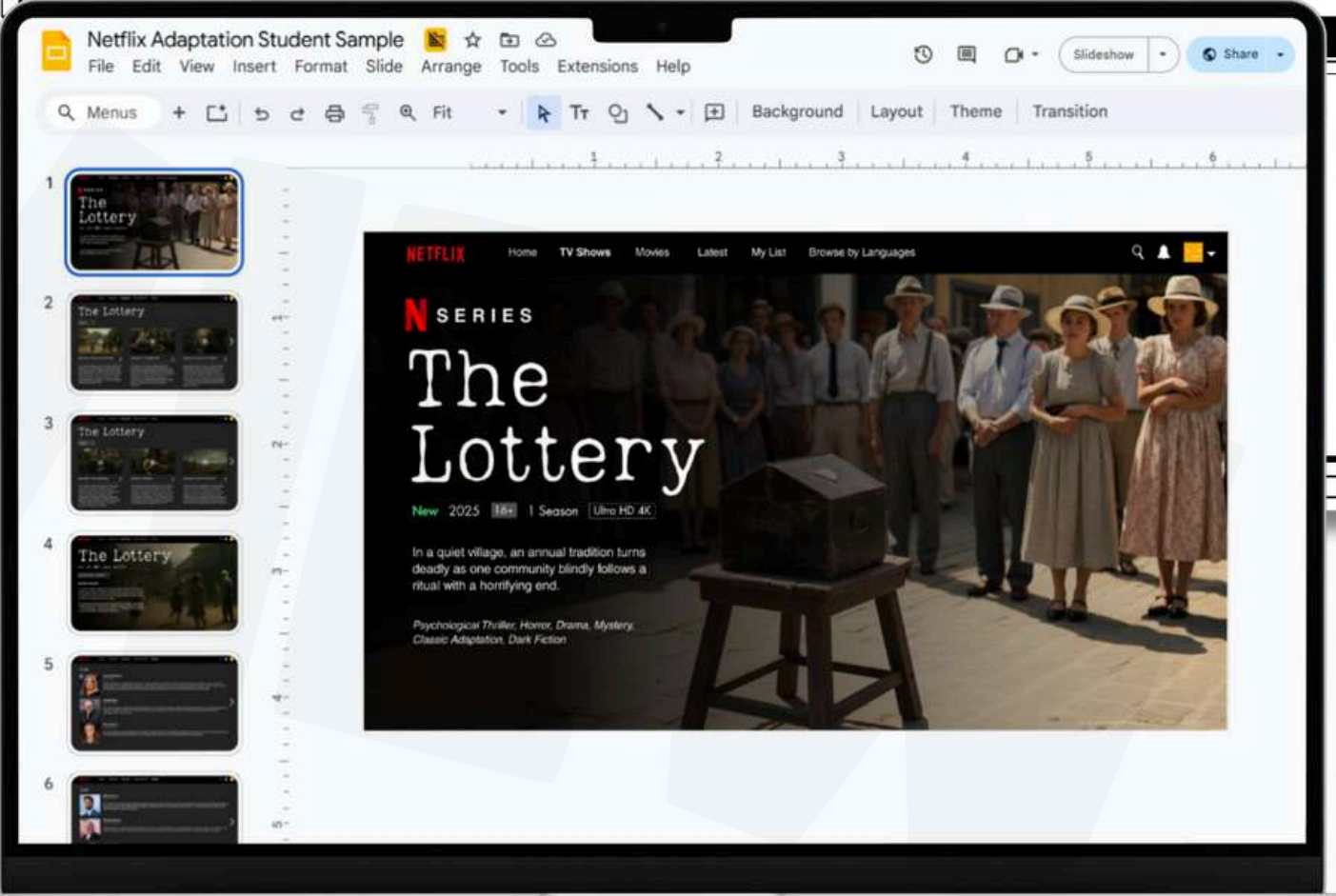
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## NETFLIX THUMBNAIL

Netflix Adaptation

**Instructions:**

- Title:** Create a catchy series title that fits the tone of the story.
- Synopsis:** Write a brief 1-2 sentence summary of the main plot. Avoid revealing the ending.
- Genre Tags:** Choose 2-4 genre tags that reflect the tone and content of the story (e.g., dystopian, thriller, romance).
- Thumbnail:** Draw a large image that represents the tone and theme of your series.



Netflix Adaptation Student Sample

File Edit View Insert Format Slide Arrange Tools Extensions Help

Search Menus + [Icons] Fit [Icons] Background Layout Theme Transition

1 The Lottery

2 The Lottery

3 The Lottery

4 The Lottery

5 The Lottery

6 The Lottery

NETFLIX Home TV Shows Movies Latest My List Browse by Languages

**N** SERIES

# The Lottery

New 2025 | 16+ | 1 Season | Ultra HD 4K

In a quiet village, an annual tradition turns deadly as one community blindly follows a ritual with a horrifying end.

Psychological Thriller, Horror, Drama, Mystery, Classic Adaptation, Dark Fiction

Includes Rubric & Student Example!

# “Lamb to the Slaughter” Short Story Unit

Teach irony, practice inferencing skills, explore types of characterization, and more!

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

## FIGURE OF SPEECH: IRONY

Roald Dahl, "Lamb to the Slaughter"

**Instructions:** Irony is a literary technique that is commonly used in literature, film, and other forms of writing. Simply put, irony is a situation or statement that is **unpredictable** or **contrary to expectations**. There are three main types of irony: **verbal, situational, and dramatic**. Complete the flow chart below by finding examples of each type of irony within the text. Be sure to quote the section within the text, include a page number, and expand on why it qualifies as irony.

**IRONY**

**VERBAL IRONY**

Verbal irony involves the use of words that are opposite to their literal meaning.

- Ex: "I just love it when my phone dies."

**Example from the Text:**

Explanation:

**SITUATIONAL IRONY**

Situational irony involves a situation that is opposite to what is expected.

- Ex: A post on social media about how social media is ruining our lives.


**Example from the Text:**

Explanation:

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

## CHARACTER ANALYSIS

Roald Dahl, "Lamb to the Slaughter"



### MARY MALONEY

TYPE OF CHARACTERIZATION <small>Direct or Indirect?</small>	CATEGORY OF DESCRIPTIONS <small>Appearance, words, thoughts, etc.</small>	ANALYSIS <small>What is your interpretation of this evidence?</small>

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

**3 Theme or Message:** What is the underlying theme or message of your comic?

**4 Character List:** List your characters and describe their appearance and personality.

Description	Emotion/Action

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

## COMIC STRIP VISUAL PLAN

Bringing Story to Life

**Instructions:** Use the provided planner to map out your scenes and dialogue, filling each panel with the corresponding scene.

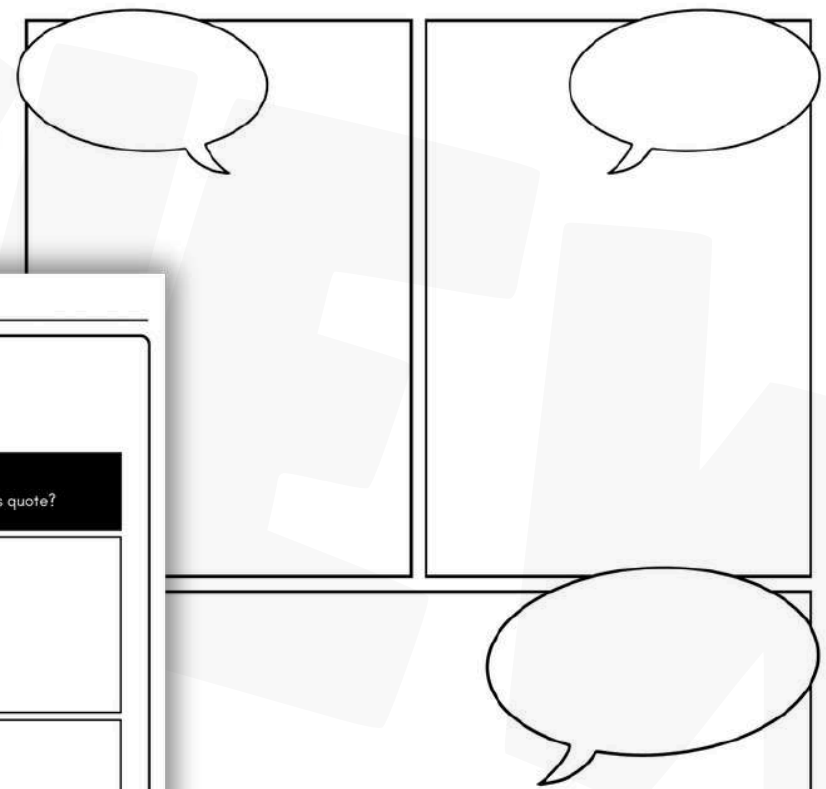
**Title:** \_\_\_\_\_


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

## LITERARY ANALYSIS: MAKING INFERENCES

Roald Dahl, "Lamb to the Slaughter"

QUOTATION <small>Evidence from the text and page number</small>	LITERAL EVALUATION <small>What is your objective explanation for this quote?</small>	INFERENCE <small>What is your interpretation of this quote?</small>
<p>"When he came back, she noticed that the new drink was dark amber with the quantity of whiskey in it" (p. 1).</p>		
<p>"Sit down," he said. "Just for a minute, sit down." It wasn't till then that she began to get frightened. "Go on," he said. "Sit down" (p. 2).</p>		
<p>"This is going to be a bit of a shock to you, I'm afraid," he said. "But I've thought about it a good deal and I've decided the only thing to do is tell you right away. I hope you won't blame me too much." And he told her. It didn't take long, four or five minutes at most, and she sat very still through it all, watching him with a kind of dozed horror" (pp. 2-3).</p>		



Teach **literary analysis** with this modern unit!

# Facilitate Game-Based Learning

Reinforce comprehension, critical thinking, and teamwork with this board game activity!

**LAMB TO THE SLAUGHTER BOARD GAME**

**REWARD CARD**  
Swap Spaces!  
Swap places with any player ahead of you. Move forward and gain an advantage!

**CHALLENGE CARD**  
Solve the Riddle  
We search for clues both day and night but we eat the answer?

**LAMB TO THE SLAUGHTER INTERROGATION CARD**  
Key Event

**LAMB TO THE SLAUGHTER PENALTY CARD**

**START** INTERROGATION Event **FINISH**

**Character Cards:**  
Mary Malon  
Patrick Maloney  
Jack Noon  
Policeman  
Sam

**Game Board Icons:**  
PENALTY (Gavel), INTERROGATION (Magnifying Glass), CHALLENGE (Target), REWARD (Star), INTERROGATION (Quote), CHALLENGE (Act), PENALTY (Gavel), INTERROGATION (Riddle), CHALLENGE (Act), REWARD (Star), INTERROGATION (True or False), INTERROGATION (Event), CHALLENGE (Riddle), REWARD (Star), PENALTY (Gavel), INTERROGATION (Quote), CHALLENGE (Act), REWARD (Star), INTERROGATION (True or False), CHALLENGE (Act), INTERROGATION (Event), CHALLENGE (Riddle), REWARD (Star), PENALTY (Gavel), INTERROGATION (Quote), CHALLENGE (Act), REWARD (Star), INTERROGATION (Riddle), CHALLENGE (Act), REWARD (Star), INTERROGATION (Quote), PENALTY (Gavel), REWARD (Star), CHALLENGE (Riddle), INTERROGATION (Event), CHALLENGE (Act), REWARD (Star), INTERROGATION (Quote), PENALTY (Gavel), REWARD (Star)

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# Comic Strip Project Outline and Instructions


This consolidating assessment includes graphic organizers, informational handouts, comic strip templates, and an editable 4-level rubric

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

## Creating A Comic Strip

Instructional Handout

A **comic strip** is a visual storytelling medium that uses a series of illustrations, arranged in panels, to tell a story. It combines text, images, and other elements to convey a sequence of events, emotions, and actions. Let's break down the essential components of a comic strip and how to use them effectively.



### Key Elements of a Comic Strip

**1 Panels:**


Each panel is a single frame in the comic shows a **specific moment in time**. Panel arranged in sequence to show the progress of the story.

Panels can vary in size. Use larger panels moments and smaller panels for minor actions.

**2 Characters:**

The characters are the **people, animals, or objects** that play a role in driving the plot forward.

Characters should be expressive, showing clear emotions and actions to help tell the story visually.



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

**7 Plot:**

The plot is the **structured sequence** of the storyline. Every comic strip begins, middle, and end.

Focus on the main conflict or problem that gets resolved over the course of the story.

**8 Theme or Message:**

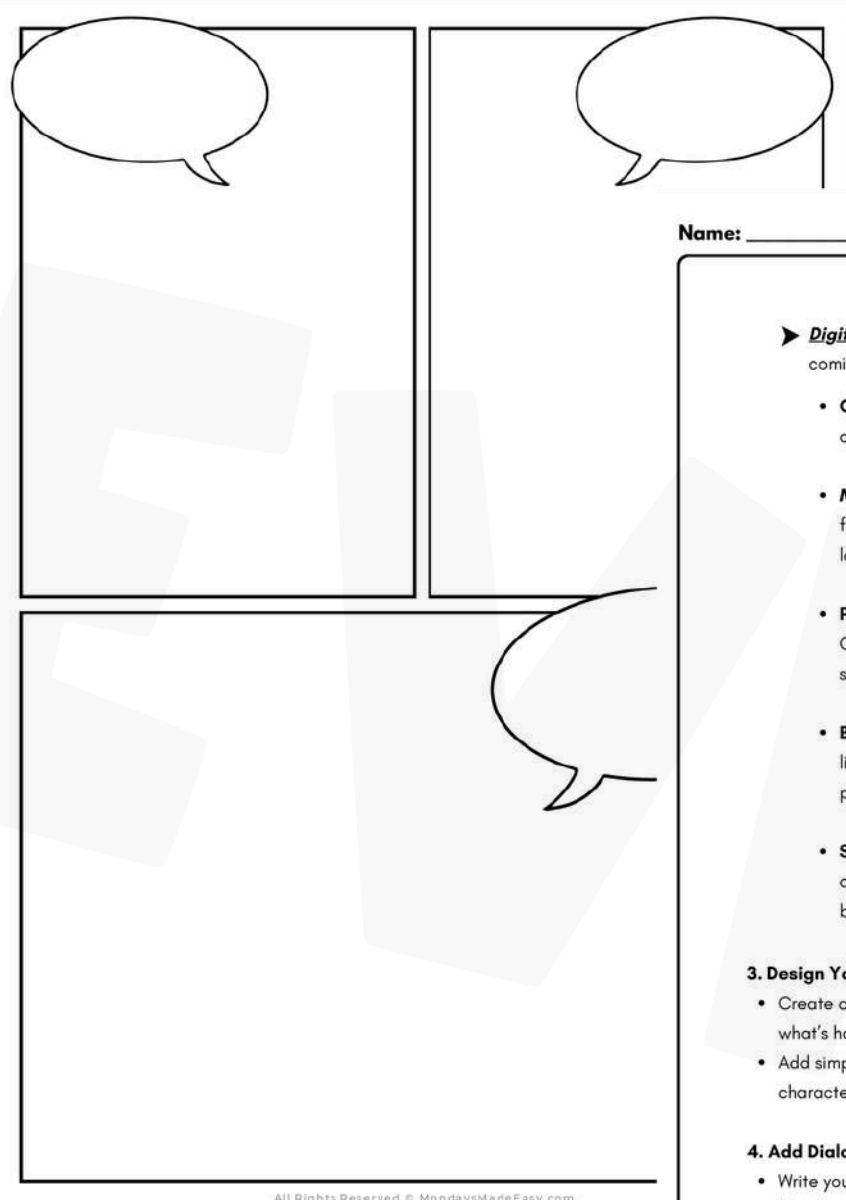
The theme is the **underlying idea, lesson, or message** that the story communicates.

Think about what you want the reader to take away from your comic. This can be a moral lesson, a theme of justice, friendship, identity, resilience, or the impact of choices.

### Steps for Creating a Comic Strip

- 1. Complete the Planning Sheet:**
  - Use the Comic Strip Planning Sheet to outline your story before you start drawing.
  - Write a brief summary of the main events, identify the conflict or message of your comic.
  - Plan out what will happen in each panel, including the dialogue and actions.
- 2. Use the Comic Strip Template:**
  - Transfer your ideas from the Planning Sheet to the Comic Strip Template. You have the following options:
    - Printable Version:** Use the printable Comic Strip Template to hand-draw your scenes and dialogue. Since the template already has pre-set panels, focus on filling each one with the corresponding scene from your plan.

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

**Digital Version:** Use the digital Comic Strip Template in Canva to design your comic online.

- Character Design:** Use Canva's illustration library to find or customize characters that match the traits of key characters in your story.
- Modifying Expressions and Poses:** Use Canva's character poses or elements feature to change facial expressions (e.g., happy, shocked, suspicious) and body language to reflect the character's emotions throughout the story.
- Props:** Include relevant props like the leg of lamb, drinks, and household items. Canva has numerous graphics and illustrations that can be used to set the scene.
- Backgrounds and Settings:** Use simple, changeable backgrounds like a cozy living room for the initial scenes, and a police investigation scene for the later parts of the story.
- Speech Bubbles and Narration:** Canva has speech bubble elements where you can add dialogue. For narration, you can include text boxes outside the panels or below the illustrations to keep the flow of the story clear.

### 3. Design Your Characters and Setting:

- Create characters that express emotions and actions. Make sure they clearly show what's happening in the scene.
- Add simple backgrounds that support the setting of the story, without overwhelming the characters and action.

### 4. Add Dialogue, Thought Bubbles, and Captions:

- Write your characters' dialogue inside the speech bubbles. Keep it short and clear.
- Use thought bubbles to show characters' internal thoughts.
- Include captions to narrate any part of the story or provide additional context.

### 5. Use Action Lines and Effects:

- Add action lines to show movement, like running or throwing an object.
- Use effects such as exclamation marks or symbols to enhance emotional or intense moments.

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

**3 Theme or Message:** What is the underlying theme or message of your comic?

Describe your characters and describe their appearance and personality.

Description	Emotion/Action

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# "Thank You, Ma'am" Short Story Unit

Explore Langston Hughes' classic short story with this engaging literary analysis unit

**PARAGRAPH WRITING**  
Brainstorming Outline

**PARAGRAPH TEMPLATE**  
Graphic Organizer

**"I, TOO" (1926)**  
Langston Hughes

**SHORT ANSWER QUESTIONS**

1. What is the **main message** of this poem?
2. Based on the message, what **overarching themes** can you identify?
3. What **symbols** are presented in this poem?
4. This poem utilizes **enjambment**:
  - a. **Define** enjambment.
  - b. **Identify and analyze** the use of enjambment in this poem.
5. What is the **tone** of this poem?
6. How does this poem connect to the short story, "Thank You, Ma'am"?

**POETRY**

- 1 **Scroll Through**  
Run through the words, either in your head or out loud, to get the **overall vibe** of what's being communicated.
- 2 **Catch the Feels**  
How do the words make you feel? Jot down your **questions and reactions** in the margins.
- 3 **Major Words**  
Circle any words or phrases that **grab your attention** and note why they stand out. For words you don't know, look them up and **write the definitions** in the margins.
- 4 **Device Check**  
Look for **similes, metaphors, imagery, and wordplay**. Write down how these literary devices add to the poem's meaning or vibe.

**IN THE GHETTO**  
Elvis Presley

As the snow flies  
On a cold and gray Chicago mornin'  
A poor little baby child is born  
In the ghetto

And his mama cries  
'Cause if there's one thing that she don't need  
It's another hungry mouth to feed  
In the ghetto

People  
The chi  
Or he'll  
Take a  
Are we  
Do we

Well, th  
And a f  
Plays in  
In the g

**"MOTHER TO SON" (1922)**  
Langston Hughes

**SHORT ANSWER QUESTIONS**

1. What is the **main message** of this poem?
2. Based on the message, what **overarching themes** can you identify?
3. What **symbols** are presented in this poem?

**FIX YOU**  
Coldplay


ou try your best, but you don't succeed  
ou get what you want, but not what you need  
ou feel so tired, but you can't sleep  
n reverse

e tears come streaming do  
ou lose something you can'  
ou love someone, but it go

**AUTHOR BIOGRAPHY**  
Langston Hughes

**AUTHOR BIOGRAPHY**  
Langston Hughes

James Mercer Langston Hughes was born on February 1, 1902 in Joplin, Missouri. He was the second child of Carrie Mercer Langston, a school teacher, and James Nathaniel Hughes, a lawyer. His parents separated soon after his birth, and his father moved to Mexico.



Hughes was raised primarily by his mother; however, she traveled frequently in search of work. During her travels, he was left in the care of his grandmother, Mary Patterson Langston, or a family friend, Mary Reed. These experiences contributed to the independence and solitude that later became themes in his writing.

Hughes' grandmother was a former slave who had escaped to freedom on the Underground Railroad. His grandfather, Charles Howard Langston, was born into a wealthy family; although his mother was a slave of African descent, his father owned a prosperous plantation in Virginia and inherited wealth from his British ancestors. Hughes' family history is therefore both intricate and complex.

Hughes experienced racial segregation throughout his childhood and adolescence. After moving to Topeka, Kansas, in 1908, his mother tried to enroll him in Harrison Street School. The principal originally denied the request, suggesting that Hughes should attend a colored school that was further away from home. His mother fought the case with the Topeka Board of Education and won. After graduating from high school, Hughes attended Columbia University, but terminated his studies early after experiencing racial prejudice and hostility. He was even denied campus housing because of his ethnicity.

Langston Hughes is considered to be one of the most influential African American writers of the 20th century for several reasons. For one, he was a pioneer of the literary art form

**AUTHOR BIOGRAPHY**  
Langston Hughes

INSPIRATIONS	
CIVIL RIGHTS MOVEMENT	
HARLEM RENAISSANCE	
IMPROVISATION	
LEGACY	
RACIAL SEGREGATION	
SOLITUDE	
WORKING CLASS	



# Includes Editable & Ready-to-Print 4-Level Rubrics

Modify these rubrics to meet the unique needs of your classroom

Name: \_\_\_\_\_ Grade (%) \_\_\_\_\_

**Poetry Writing: 4-Level Rubric**

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge</b>	There is unsuccessfully integrated; verse does not utilize poetic devices <i>See comments below</i>	At least one theme from the short story is integrated with some success <i>See comments below</i>	At least one theme from the short story is integrated successfully through the use of poetic devices	At least one theme from the short story is effectively integrated using a variety of poetic devices
<b>Inquiry</b>	Literary elements need improvement; detail is either absent or lacking important aspects of characterization or setting <i>See comments below</i>	Literary elements are somewhat creative and elaborate, with some attention to detail <i>See comments below</i>	Literary elements are elaborate, featuring unique and evocative setting and characterization with satisfactory attention to detail	Literary elements are highly creative and elaborate, featuring unique and evocative setting and characterization with precise attention to detail
<b>Communication</b>	Spelling, grammar, and mechanics require revision Written response is either not submitted or does not explain parallels between poetry and the short story, "Thank You, Ma'am" <i>See comments below</i>	Spelling, grammar, and mechanics can be improved Written response explains some parallels between poetry and the short story, "Thank You, Ma'am" <i>See comments below</i>	Spelling, grammar, and mechanics are satisfactory Written response explains parallels between poetry and the short story, "Thank You, Ma'am"	Spelling, grammar, and mechanics are nearly flawless Written response expands on strong and evocative parallels between poetry and the short story, "Thank You, Ma'am"
<b>Application</b>	Poetry does not relate to or expand on classroom discussions and lessons about "Thank You, Ma'am" and requires revision	Poetry requires more connection to classroom discussions about "Thank You, Ma'am" to expand on learning material	Poetry adds to or expands on classroom discussions and lessons about "Thank You, Ma'am" in a satisfactory way, offering an additional perspective to the story	Poetry adds to or expands on classroom discussions and lessons about "Thank You, Ma'am" in a unique or thought-provoking way, offering an insightful perspective to the story

Name: \_\_\_\_\_ Grade (%) \_\_\_\_\_

**Literary Analysis Written Response: 4-Level Rubric**

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge</b>	Written response requires more important information from the story related to the prompt Response requires more relevant textual evidence and/or dialogue <i>See comments below</i>	Written response highlights some important information from the story related to the prompt Response integrates relevant textual evidence and/or dialogue with some success <i>See comments below</i>	Written response successfully highlights important information from the story related to the prompt Response integrates relevant textual evidence and/or dialogue successfully	Written response thoroughly highlights important information from the story related to the prompt Response integrates highly relevant textual evidence and/or dialogue flawlessly
<b>Inquiry</b>	Structural elements require revision to establish more clarity and coherence <i>See comments below</i>	Structural elements are written with some clarity, establishing a somewhat coherent response <i>See comments below</i>	Structural elements are written with clarity, establishing a coherent and comprehensible response	Structural elements are written with flawless clarity and precision, establishing a highly coherent and comprehensible response
<b>Communication</b>	Grammar and mechanics require improvement MLA references are not included <i>See comments below</i>	Grammar and mechanics contain some lapses Citations are not referenced according to MLA standards <i>See comments below</i>	Grammar and mechanics are satisfactory Citations are referenced successfully according to MLA standards	Grammar and mechanics are flawless Citations are referenced perfectly according to MLA standards
<b>Application</b>	Written response requires more connection to information and ideas introduced in classroom lessons <i>See comments below</i>	Written response somewhat relates to information and ideas introduced in classroom lessons <i>See comments below</i>	Written response incorporates information and ideas introduced in classroom lessons and discussions	Written response expands on information and ideas introduced in classroom lessons and discussions in a unique and thought-provoking way

Comments: \_\_\_\_\_

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