



Invisible Man - Essay #2 on Motifs - RUBRIC for assignment is attached.

1. Locate to at least **one reference** to your motif in **each of the final 10 chapters of the book**. In your essay, use parenthetical documentation to indicate the pages on which the specific mention of each motif occurs.
2. Choose a prompt for writing your essay.
 - A. What does your chosen motif reveal about the IM and the experiences he has that lead him to live underground? Refer primarily to the final 10 chapters of the book.
 - B. In what ways does your chosen motif continue to reveal one of the themes we've identified?
 - C. In what ways does your chosen motif help illustrate the social, economic, and political issues of Ellison's lifetime?

For example: *Ellison's use of music is ineffective in illustrating the ways the individuals and groups are treated as puppets.*

OR *Ellison's clever use of surrealistic scenes, subtlety reveals the relationship between men and women, the impact of the depression on families, and the influence of the Communist party during the early decades of the 20th century.*

3. Open with a significant quotation that illustrates the focus of your essay. Close with a personal experience that connects you to the I.M.

Use the space below to take notes. Attach this page to the back of your word-processed essay.

Chapter	Page	Reference	Significance
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Six-Traits Grading Rubric for Invisible Man Essay

Assignment: In a 4-5 page essay, show how Ralph Ellison uses your chosen MOTIF to reveal, show, develop your chosen TOPIC. State the theme of the essay in your opening paragraph **and** a personal experience or observation of the universality of the theme you've chosen to show.

I. IDEAS AND CONTENT

5	This paper is clear and focused. It holds the reader's attention. Relevant examples, comments and details enrich the critical analysis. The writer quotes from at least five-six of the final 10 chapters of the book and refers to observations and/or personal experience or from each 100 pages of the book.
3	The writer is beginning to define the position or opinion, even though development is still basic or general. The writer quotes from three or four chapters of the final 10 chapters of the book.
1	As yet, the paper has no clear sense of purpose or focus on single issue. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. Quotes nothing.

II. ORGANIZATION

5	The organization enhances and showcases the critical analysis. The order, structure, or presentation of details is compelling and moves the reader through the text.
3	The organizational structure is strong enough to move the reader through the details of the analysis without too much confusion.
1	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.

III. VOICE

5	The writer speaks directly to the reader in a way that is individual, compelling, and engaging, is aware and respectful of the audience, and the purpose for writing this critical analysis.
3	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.
1	The writer seems indifferent, uninvolved, or distanced from the literature and/or the audience.

IV. WORD CHOICE

5	Words relate the writer's critical analysis in a precise, interesting, and natural way, with powerful engaging words.
3	The language is functional, even if it lacks energy. It is easy to figure out the writer's meaning on a general level.
1	The writer struggles with limited vocabulary, searching for words to convey meaning and to show his/her position on the issues or opinion of the literature.

V. SENTENCE FLUENCY

5	The writer has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading. Quotations flow seamlessly in the text of the essay.
3	The text hums along with a steady beat, but tends to be more pleasant or business like than musical, more mechanical than fluid. Quotations stand out from the text.
1	The reader would have to practice quite a bit in order to give this paper a fair interpretive reading.

VI. CONVENTIONS

5	The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar, usage, and paragraphing) and uses conventions effectively to enhance readability. Errors tend to be few and just a few minor touch-ups would make this publishable. Quotations are punctuated correctly. Title and author mentioned in opening section of essay.
3	The writing shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times errors are distracting and impair readability.
1	Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the personal reminiscence difficult to read.