

Chicago Literature Academic Summer Reading

Visit the Chicago History Museum
1601 N Clark St
Chicago, IL 60614

Visit at least SIX different exhibits. Include a selfie of you at each exhibit, and bring in a ticket stub. **NOTE: Ask about student discounts as sometimes you can get in free with a school ID. If you cannot, check with your local library about free passes.**

Writing Assignment: write a 2-3 page reflection about what you learned from the exhibits, and how you think this knowledge will help you in Chicago Literature this semester. Feel free to make predictions onto how you might see history from these exhibits in the literature we go over. Also, consider anything personal to you that you may have seen at the museum, and any relation it has to you or your family's history. **Use quotes and specific examples from the exhibits in your reflection.**

Summer Reading (25 points)

CC Standard for ELA-LITERACY.W.11-12.5

Directions: develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Exceeding the Standard: (25-24 points)

Writer demonstrates clear evidence of an ability to revise by

- obtaining and incorporating all of instructor's comments.
- making revisions above and beyond what is suggested.
- adding new material,
- deleting weak or irrelevant material,
- substituting more relevant material for less relevant material,
- strengthening transitions, introductions, and conclusions,
- rewriting individual sentences (changing syntax for clarity and variety, re-ordering main and subordinate clauses, adding phrases, cutting excess, etc.)
- ensuring that the mechanics (grammar, punctuation, spelling and documentation, if needed) of the final revision are nearly flawless

Meeting the Standard: (23-19 points)

Writer demonstrates the ability to revise by

- obtaining and incorporating some comments from instructor.
- making some revisions above and beyond what is suggested.
- reorganizing presentation of evidence
- providing some improved transitions that keep the focus clear,
- reworking the introduction or conclusion
- rewriting individual sentences (attempting to add clarity and variety)
- ensuring the mechanics (grammar, punctuation, spelling and documentation, if needed) are mostly accurate and rarely impede meaning.

Approaching the Standard: (18-0 points)

Writer demonstrates a lack of ability to revise in a substantial way.

- Whatever revision has been done has not been sufficient to improve the content, focus, structure, clarity, and coherence of an earlier draft.
- Revision is limited to sections of the essay and demonstrate a lack of awareness of how even small changes can affect the entire paper.
- Mechanics (grammar, punctuation, spelling and documentation, if needed) have either not improved significantly or appear to be the only focus of the revision.