

## *The Things They Carried* Written Assessment

**In a Google Doc shared with Ms. Culliton (with permission to edit), respond to any TWO of the following topics. You may do a third for extra credit. Responses should be one paragraph each (about 80 words, with topic sentence, illustration and examples, and then a concluding sentence) and must use correct sentence structure, word choice, and other mechanics. See grading rubric on reverse.**

**Put your name at the top of your document AND in your document title (example: Super M. Student – Written Assessment).**

- A. How do you feel about Che Thi Mung after reading the chapter from *Hué 1968*? Do you sympathize with her? Why or why not? Support your statements with specific examples from the re-print of the chapter.
- B. What are some examples of moral injury seen in the documentary *The Vietnam War* and/or in the novel *The Things They Carried*? Be as specific as possible in your descriptions.
- C. According to narrator Tim O'Brien, why does he "keep writing war stories"? How does his reason tie in with some of the other character, scenes or themes (such as the need to talk) in *The Things They Carried*? Provide at least two examples.
- D. What are some reasons that the Vietnam Conflict was basically unwinnable for the U.S.? Refer to specific facts from the chapter reprint from *Hué 1968* and the documentary *The Vietnam War*.
- E. Review "The Man I Killed." Explain both the psychological and the literary reasons for the author's use of recursive narration in this chapter.
- F. Summarize what happens with Norman Bowker in "Speaking of Courage" and "Notes." Then explore why it happened and how it might have been prevented.
- G. Explore the topic of whether or not *The Things They Carried* is a "realistic" book. Provide three example of how it is realistic, fantastic, or some of both.
- H. In "In the Field," the narrator states that "when a man died, there had to be blame." Relate this statement to any two incidents in the book; detail these and explain what each says about the theme of blame and responsibility.
- I. Do you have another relevant topic you'd like to address? Write it in your Google document and get it approved first!

*The Things They Carried* Written Assessment Rubric

	<b>4 Exceeds Standard</b>	<b>3 Meets Standard</b>	<b>2 Working Towards Standard</b>	<b>1 Does Not Meet Standard</b>
<b>Ideas &amp; Content</b>	<ul style="list-style-type: none"> <li>Exceptionally clear, original, focused, and engaging with relevant, strong supporting detail</li> </ul>	<ul style="list-style-type: none"> <li>Clear, focused, interesting ideas with appropriate detail</li> </ul>	<ul style="list-style-type: none"> <li>Purpose and main idea may be unclear and cluttered by irrelevant detail</li> <li>Some support may be general or limited</li> </ul>	<ul style="list-style-type: none"> <li>Lacks central idea; development is minimal or non-existent</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Strong, meaningful order and structure enhanced by thoughtful transitioning</li> <li>Paragraphs have topic and concluding sentences with appropriate illustration and example in the body of each.</li> </ul>	<ul style="list-style-type: none"> <li>Organization is appropriate, with needed transitional devices present.</li> <li>Most paragraphs are properly constructed with topic and concluding sentences and appropriate support</li> </ul>	<ul style="list-style-type: none"> <li>Attempts at organization; may at times be a “list” of events/summaries. Transitions are often lacking.</li> <li>Some paragraphs are properly constructed</li> </ul>	<ul style="list-style-type: none"> <li>Lack of coherence; confusing; hard to follow</li> <li>Little or no identifiable structure to paragraphs or to the whole</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>Expressive, engaging, sincere, and mature</li> <li>Always appropriate to audience and purpose</li> <li>Shows emotion: humor, honesty, suspense or life</li> </ul>	<ul style="list-style-type: none"> <li>Writing is clear but may lack originality or maturity</li> <li>Generally appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Writing is sometimes verbose, wordy, and/or unnatural</li> <li>Sometimes not appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Writing is often verbose, wordy, and/or unnatural</li> <li>Shows little or no sense of audience or purpose</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>Language is always precise and appropriate</li> <li>Uses strong, fresh images</li> </ul>	<ul style="list-style-type: none"> <li>Language shows some variety and is deliberate</li> <li>Wording adds to clarity of meaning</li> </ul>	<ul style="list-style-type: none"> <li>Language needs revision for clarity at times</li> <li>Sometimes monotonous or repetitious</li> </ul>	<ul style="list-style-type: none"> <li>Wording is imprecise, vocabulary is often misused, and poor word choice impedes reader’s comprehension</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>Sentences show a high degree of craftsmanship</li> <li>Sentences patterns are varied and effective</li> <li>Punctuation enhances meaning for the reader</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is always correct</li> <li>Sentence patterns show some variety</li> <li>Punctuation is always correct</li> </ul>	<ul style="list-style-type: none"> <li>One or more sentences lack correct structure</li> <li>Sentences are choppy or wandering</li> <li>Sentence patterns show little variety</li> <li>There are errors in punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Sentences often disjointed, confusing, and rambling</li> <li>The writing is difficult to follow</li> <li>There are several run-ons and/or fragments</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Exceptionally strong control of conventions</li> <li>Errors are few and minor</li> </ul>	<ul style="list-style-type: none"> <li>Control of most writing conventions</li> <li>Occasional errors do not interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of conventions; frequent errors detract from content</li> </ul>	<ul style="list-style-type: none"> <li>Frequent significant errors may impede readability</li> </ul>
<b>Evidence of Work</b>	<ul style="list-style-type: none"> <li>Essay was revisited and revised outside of class for substantial periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Essay was occasionally revisited and revised outside of class</li> </ul>	<ul style="list-style-type: none"> <li>Essay was rarely revisited or revised outside of class</li> </ul>	<ul style="list-style-type: none"> <li>Essay was not drafted properly either inside or outside of class and lacks evidence of revision</li> </ul>