

## Reading Responses 5 - Synthesizing the Text: *Our Town*, By Thornton Wilder Directions Sheet

Label The Work and The Author for the Batch of Reading Response In Top Margin Along  
With the Reading Response Page Number.

**EX.**

Our Town, by Thornton Wilder

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**Response #1 :** Ask at least two questions about the text, such as what perplexes you about some passage? Why does the narrator or a character say some particular thing, in a particular way? Why does some element reappear throughout the text? And so on... Write down each question and then answer or speculate an answer with a response that is rooted in textual evidence and direct analysis of the evidence.

**Response #2 :** Analyze the development one of the text's themes that may best connect with Harper Lee's *To Kill a Mockingbird*.

Spend approximately one half of this response writing an analysis of how Thorton **affects** this theme, and then spend the approximate second half of the response discussing your connection to *Mockingbird*.

**Response #3 :** If you were going to memorize a **monologue** from the text, which would it be? Cite the pages on which the monologue is found. Briefly summarize the monologue, and then discuss why you would choose this particular passage. Root your discussion in direct textual analysis to explain its significance to you.

**Response #4 :** Draw a picture in response to what you read. Or make a collage with words added from the text. Be creative! Caption your picture with a detailed analytical explanation of your choices. Remember that this is a play, so imagery in the text, while present in this play due to its extensive stage directions and through character's observations in their dialogue, is perhaps found differently than in a novel. Approach this assignment as though you have been hired to complete artwork for the play, be it a playbill designer or a set designer.

**Response #5 :** Choose two characters and analyze their relationship to each other in order to discuss the significance of these two characters in relation to each other.

### Rubric

**18-20 pts.**

Scores in this range represent excellent responses that fully and thoughtfully address the topic. They are well organized pieces of writing, and both make generous and insightful use of the text(s). Both illustrate adept use of language and mastery of mechanics. Both also show an appreciation for literary features, when appropriate. The top score response, however, demonstrates uncommon skill and offers unexpected "a-ha" moments for the reader.

**16-17 pts.**

These are slightly above average responses, but they may be deficient in the one of these: depth of insight, use of the texts, organization, or awareness of literary features. They are less precise and less sophisticated in terms of style and use of language. These essays may contain minor mechanical errors, but they are generally well-written.

**15 pts.**

These are slightly below average responses that maintain the general idea of the assignment and that show some sense of organization, but these is weak in content, depth of thought or analysis, language facility, and mechanics. These responses may refer to quotations, but they do not reveal thoughtful use of the texts. These responses may contain mechanical errors that are distracting to the reader.

**14 pts.**

These responses make an attempt to deal with the topic but demonstrates serious weakness in content, organization, syntax, and mechanics. These essays reveal little to no insight or analysis, and they do not reflect any engagement with the texts. These scores represent unacceptable grades in terms of the standards for the course, but credit is given for some degree of effort.

**Less than 14 pts.**

Little redeeming quality. They appear to be simply a "get it done" efforts, which reveals little thought, no organization, and no revision. The student completely miss the focus of the assignment