**Humanities Honors World Literature Period One Readings**

Unless otherwise noted, readings can be found in *Prentice Hall Literature: World Masterpieces.*

For all tasks, **cite textual evidence**. Use **lead-ins for all quotations** and follow with **parenthetical documentation**.

* In the blue literature *World Masterpieces* textbook, read pp. 14-17 for background information.
* In the blue literature *World Masterpieces* textbook, read pp. 18-33, *The Epic of Gilgamesh.* Write a paragraph that explains how Gilgamesh embodies the archetype of a hero’s quest. For help, you may want to read the LITERARY ANALYSIS: ARCHETYPE: THE HERO’S QUEST questions in the margins.
* In the blue literature *World Masterpieces* textbook, read pp. 44-50, *Genesis 6-9: The Story of the Flood*. Write a paragraph that explains the archetypal comparisons between the flood stories in *Gilgamesh* and *Genesis*.
* Read about Hammurabi’s code on pp. \_\_\_\_\_ in the history textbook and on p. 43 in Gardner’s art textbook. Write a paragraph that compares King Gilgamesh’s ruling style to King Hammurabi’s.
* Read *Book of the Dead Spell 125* (attached). Read p. 77 in Gardner’s art textbook. Write a paragraph the compares the sins mentioned in the *Book of the Dead* to the rules set out in Hammurabi’s code. What concerns do the ancient Egyptian and Mesopotamian cultures seem to share?

**Typed response due \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Use the MLA formatting guide from your syllabus to prepare your final document.

**See the example below for proper lead-ins and documentation:**

In the Prologue, the author leaves a hint about Gilgamesh’s quest: “he went on a long journey, was weary, [and] worn out with labor” (*Epic of Gilgamesh* 19). Obviously, the quest requires much endurance for the many hardships and obstacles that Gilgamesh faces.

**Humanities Honors World Literature Analysis Rubric**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit/Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Standard** | **2****Emerging** | **4****Meets** | **5****Exceeds** |
| **REASONS AND EVIDENCE*** ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 | Little evidence provided to support the answer | Some evidence provided to support the answer | Plenty of evidence provided to support the answer |
| **LITERARY ANALYSIS*** ELAGSE9-10RL2: Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 | Hastily analyzes the theme of the text and draws simple conclusions. | Adequately analyzes the theme of the text and draws conclusions. | Clearly analyzes the theme of the text and draws relevant conclusions. |
| **HISTORICAL ANALYSIS*** ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
 | Hastily analyzes the historical context of the text and draws simple conclusions. | Adequately analyzes the historical context of the text and draws conclusions. | Clearly analyzes the historical context of the text and draws relevant conclusions. |
| **GRAMMAR AND USAGE*** ELAGSE9-10L1&2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Including parallel structure, various phrases, semicolon, colon, spelling
 | Faulty control of the English language and grammatical structures. | Adequate control of the English language and grammatical structures. | Fluid and masterful control of the English language and grammatical structures. |
| **QUOTATION LEAD-INS AND CITATION*** ELAGSE9-10L3: Write and to edit so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook, Turabian’s Manual for Writers)
 | Little attention paid to lead-ins and citations for quoted material | Adequate lead-ins and citations for quoted material | Flawless lead-ins and citations for quoted material |

**Total \_\_\_\_\_\_\_ / 50**