**Honors World Literature**

**Period Five B Readings: Realism**

* 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**.
* To the document as a whole, add **at least 4 vocabulary words** from your *Membean* studies and underline.
* Use the MLA formatting guide from your syllabus to prepare your final document.

**Realism Short Stories**

1. In the literature textbook, read the Realism background information on p. 841.
2. Read the authors’ bios on p. 904.
3. Read *Two Friends* by Guy de Maupassant on pp. 906-912.
4. Read EITHER *How Much Land Does a Man Need* by Leo Tolstoy pp. 913-927 OR *A Problem* by Anton Chekov pp. 928-936.
5. Realism presents “a faithful representation of reality.” It portrays mostly middle- and working-class city dwellers from criminals to unhappy upper-class women, and it strives to project characters in an honest, objective, factual way. In a brief essay, analyze the characteristics of realism in the two stories you read.

**Typed response due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­**

Times New Roman, 12 pt. font, double spaced

Don’t forget header and page numbers. See MLA formatting sheet for more details.**Honors World Literature Readings Rubric Period 5B: Realism**

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

**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **4**  **Emerging** | **8**  **Meets** | **10**  **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. |  |  |  |
| **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. * 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. |  |  |  |
| **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 |  |  |  |
| **VOCABULARY INCORPORATION**  **At least 4 Membean vocabularywords underlined.**   * ELAGSE9-10L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |
| **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) |  |  |  |

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