

3-2-1 Assignment – Summer Reading Novel

For your novel complete a “**3-2-1**” using the instructions below. The summaries, “golden” lines and question may relate to each other, but it isn’t mandatory. There is a model 3-2-1 response attached.

Directions:

3 – Write three summary statements – one that deals with the beginning of the novel, the middle, and the end.

2 – Copy two “golden” or important passages from the novel. Then explain why they are significant to the themes of the work.

1 – Write one general, open-ended question and then answer it with specific examples. See criteria below.

****General Question Criteria****

The response cannot be found directly in the novel.

The response cannot be yes or no.

The question incites thought, so response will be more than a few words.

There is more than one plausible response to the question.

The answer must be supported by examples from the novel.

The question is important to meaning or theme.

3-2-1 example from Act 5, Scene 3 -4 of Macbeth

3 Summary Statements

Macbeth, agitated and tired of hearing how his thanes are deserting him in battle, clings to the prophecy of the witches that no man born from a woman will defeat him.

The doctor comes to tell Macbeth that his wife has been plagued by hallucinations; Macbeth reacts by asking the doctor for a drug to make her forget her trouble and then preparing himself for battle.

Malcolm and Siwald discuss how Macbeth's men are turning against him and devise a plan to attack the castle by having their soldiers use branches from trees to camouflage themselves.

2 Golden Lines

“Go, prick thy face and over-red thy fear, thy lily-livered boy.”

In this line, Macbeth is abusing a servant who has come to bring him news of the English army and its approach. It shows that Macbeth is losing touch with reality and is lashing out at innocent people around him, offering further evidence that he is headed for total disintegration.

“Canst thou not minister to a mind diseased,
Pluck from the memory a rooted sorrow,
Raze out the written troubles of the brain
And with some sweet oblivious antidote
Cleanse the stuffed bosom of that perilous stuff
Which weighs upon the heart?”

Here Macbeth pleads with the doctor for some drug that will ease Lady Macbeth's troubled mind, which is ironic because Macbeth himself is also losing touch with reality. Upon hearing that there is no such drug, the king denounces all medicine.

1 General Question

What do Macbeth's reactions to the news he receives in Act 5, Scene 3 indicate about his mental state?

At the beginning of Act 5, Scene 3, Macbeth reveals himself as a man who is at the end of his rope. His first words, “Bring me no more reports. Let them fly all,” show that he cannot cope with what is happening outside his castle. While professing not to care that his men are deserting him, Macbeth asserts that he will never “...sag with doubt nor shake with fear.” Yet the minute a poor hapless messenger comes in, Macbeth mercilessly berates him before he can say a word. He accuses the boy of looking like a frightened goose, and then mistakes the young man's report to be about geese approaching the castle. His reaction to word of his wife's hallucinations is equally unsettling. Instead of showing real concern, he asks the doctor for a drug to fix her, then turns on a dime when the doctor tells him that she must heal herself, shouting, “Throw physic to the dogs; I'll none of it.” Macbeth's mercurial emotions, along with his inability – or refusal – to accept his circumstances indicate a tenuous hold on reality.

3-2-1 Rubric

	Exemplary/4	Strong/3	Satisfactory/2	Developing/1
Summary Statements <p style="text-align: center;">25%</p>	<p>Summary statements are particularly insightful and pertinent for each section of the novel. Statements accurately and concisely reflect important aspects of plot progression</p> <p style="text-align: center;">25 pts.</p>	<p>Summary statements are accurate and reflect some insight into each section of the novel. Statements reflect an understanding of the novel’s plot progression.</p> <p style="text-align: center;">21.5 pts.</p>	<p>Summary statements are accurate. Statements show evidence of student having read the novel.</p> <p style="text-align: center;">19 pts.</p>	<p>Summary statements may contain errors. There may be one or more statements missing from the assignment.</p> <p style="text-align: center;">16.5 pts.</p>
General Question and Answer <p style="text-align: center;">45%</p>	<p>Questions are thoughtful and insightful, allowing the reader to ascertain details of plot, characters, setting, etc. and their connections to the novel’s theme. Answers are clear and well supported with evidence from the text. Both questions and answers show evidence of student having thoroughly and closely read the book.</p> <p style="text-align: center;">45 pts.</p>	<p>Questions indicate a general understanding of plot, characters, setting, etc. with some connection to the novel’s theme. Answers are clear with some textual evidence for support. Both questions and answers show evidence of student having read the book.</p> <p style="text-align: center;">39 pts.</p>	<p>Questions indicate a loose understanding of certain elements of the novel. Answers may contain certain errors, however there is an attempt to use textual evidence in support of claims. Both questions and answers show evidence of student having read the book.</p> <p style="text-align: center;">34 pts.</p>	<p>One or more questions may be missing from assignment Answers may not be correct. Little or no attempt to provide textual support.</p> <p style="text-align: center;">29 pts.</p>
Golden Lines <p style="text-align: center;">15%</p>	<p>Lines are particularly important and/or pivotal. Explanations may be exemplary in terms of syntax or rhetorical device. Chosen lines reflect keen insight into the thematic implications of novel.</p> <p style="text-align: center;">15 pts.</p>	<p>Lines may be important to novel’s development. Explanations may be well-written or thought-provoking. Chosen lines reflect some important aspect of the novel.</p> <p style="text-align: center;">13.5 pts.</p>	<p>There are two lines from each section, however the lines chosen may not be of particular significance to the novel. Explanations may not be particularly thought- provoking or of rhetorical significance.</p> <p style="text-align: center;">12 pts.</p>	<p>One or more “golden lines are missing from this assignment. Very little or no explanation of line choice</p> <p style="text-align: center;">10 pts.</p>
Conventions of Writing: Spelling, Punctuation, Usage, and Sentence Structure <p style="text-align: center;">15%</p>	<p>Shows clear command of conventions, having no errors in spelling, punctuation, usage, or sentence structure</p> <p style="text-align: center;">15 pts.</p>	<p>Shows general command of conventions, having minor errors that do not detract from the effectiveness of the product</p> <p style="text-align: center;">13.5 pts.</p>	<p>Shows limited command of conventions, containing obvious errors that detract from effectiveness of the product</p> <p style="text-align: center;">12 pts.</p>	<p>Shows no command of conventions, containing numerous errors that weaken the product</p> <p style="text-align: center;">10 pts.</p>
Total points				

Comments: