**Doc Holley’s Honors Lit. /APWH**

**Extended Response Content-Based / Historical Thinking Skills Worksheet**

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_ SCORE \_\_\_\_\_\_

Reading / Title of Composition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week # \_\_\_\_

**Directions:** Write a text-evident, supported paragraph for each of the items on the left of the following chart. Responses must use proper grammar/punctuation and demonstrate high level, historical thinking skills. (20 pts each based on the following: Accuracy, Completeness, Neatness.)

|  |  |
| --- | --- |
| Explain the title & introduction of the composition and how it relates to the chapter/unit; explain the historical context of the composition. |  |
| Explain, analyze key literary/rhetorical devices and vocabulary by thoroughly exploring connections of all parts of the composition. |  |
| Use text-based details to support analysis. Use multiple, specific details from the composition in support of your analysis of the composition as a whole. Provide at least three examples in this section. |  |
| Uses quotations to support analysis. Choose multiple, relevant quotations with paragraph/page numbers to support your analysis. |  |
| Connect analysis back to prompt. Tie your textual evidence back to the title/introduction of the composition. |  |

**Graphic Organizer**