

*Salvage the Bones*  
**Summer Reading Essay**

**Directions:** After reading Jesmyn Ward's novel, *Salvage the Bones*, choose **one (1)** of the prompts below. Read the prompt carefully and then craft a 3-3 ½ page typed literary analysis which is organized around a clear and specific thesis statement. Begin with a brief introduction and substantiate your claims with evidence from the text. Please use MLA style for in-text citations. No Works Cited page required. Due on the first day of classes.

- In a literary work, a minor character, often known as a foil, possesses traits that emphasize, by contrast or comparison, the distinctive characteristics and qualities of the main character. For example, the ideas or behavior of the minor character might be used to highlight the weaknesses or strengths of the main character. Discuss how a minor character serves as a foil to a main character in *Salvage the Bones*. Then write an essay in which you analyze how the relation between the minor character and the major character illuminates the meaning of the work. Do not merely summarize the plot.
- *Salvage the Bones* traces the 12 days before the arrival of Hurricane Katrina. Despite their efforts, the family cannot ultimately control the hurricane. Examine how a character in the novel tries to control their environment but ultimately fails and how this struggle contributes to the meaning of the novel. Do not merely summarize the plot.
- In many works of literature, past events can affect, positively or negatively, the present actions, attitudes, or values of a character. Discuss how a character in *Salvage the Bones* must contend with some aspect of the past, either personal or societal. Then write an essay in which you show how the character's relationship to the past contributes to the meaning of the work as a whole. Do not merely summarize the plot.

Below is the English Department essay grading rubric which provides general expectations for an analytical essay.

## SPSG Upper School Essay Grading Rubric

Standards	Exceeds Standard		Proficient	Below Standard
	Accomplished/ Advanced	Highly Proficient		Emerging
	A/B+	B/B-	C+/C	C- and below
<b>Content &amp; Development</b>	Essay is developed around a coherent, defensible central idea and presents a clear line of reasoning; essay demonstrates depth of insight and originality of thought.	Essay contains a central point that is coherent and defensible. The central idea is developed fully through the use of well-chosen evidence and detail.	Essay contains a single, central point that is mostly logical and defensible.  The central idea is developed through the use of relevant detail.	Essay restates the prompt or describes the text rather than asserting a central point.
<b>Organization &amp; Arrangement</b>	Essay is organized and well-structured through paragraphing and transitions. Essay exhibits a clear pattern of development and a logical progression of ideas.  Arrangement of ideas reinforces central idea or argument.	Essay is organized through the use of paragraphing and transitions. Arrangement of ideas mostly advances the central purpose of the essay,	Essay contains a beginning, middle, and end. Ideas are presented in a logical sequence.	Essay lacks a central focus or idea and/or details are irrelevant.
<b>Expression &amp; Style</b>	Essay is executed with stylistic sophistication and elegance. Voice is asserted with originality and force.	Ideas are expressed clearly and with attention to stylistic variation.	Sentences are complete and combined to express ideas clearly.	Essay lacks clarity due to multiple grammatical errors.