The Glass Castle Claim, Evidence, Analysis Essay

Prompt:

Discuss the metaphor of the Glass Castle and what it symbolizes for Jeannette and her father.

Components:
Introduction
- Hook
- Context/brief summary of the text with title, author
- Thesis* we will write this together in class

Body Paragraphs
- Transition word/phrase
- Introduce quotation (tell what was happening in the story at this time)
- Quotation with page (you can use ellipses (...) to shorten these)
- Analysis of how this quotation describes the Glass Castle as something more than simply a house; specifically write what the Glass Castle stands for, represent, or symbolizes in Jeannette’s life at this time

Conclusion
- Provide thesis in a new way
- Describe how this symbol impacted Jeannette’s relationship with her father; think about how they shared this special thing, yet this special thing became somewhat divided them towards the end

Reminders:
- No I, me, we, you, us, my
- No “I think...” – I know you think it, that is why you are writing it!
- Do not begin a sentence with Because... ; instead, tie that sentence to the one that comes before it
- Begin each paragraph with an appropriate transition word (make sure it makes sense) and use transitions within your paragraphs
- No slang/text talk
- No hanging quotations
- Use the graphic organizer to help you

"The important thing... was that it came with plenty of land to build our new house. He planned to get to work right away. He intended to follow the blueprints for the Glass Castle, but he had to do some serious reconfiguring and increase the size of the solar cells to take into account that since we were on the north face of the mountain, and enclosed by hills on both sides, we’d barely get any sun." (151-152)

In Welsh, Jeannette and her family moved out of her grandmother’s house after a “situation” and they buy an old, broken down house. It’s falling apart and has no room. Jeannette’s dad decides to build the Glass Castle so they can have a dream house. The Glass Castle symbolizes that they still have hope for a better life, that they will get out of their not so good life and start new.

Using our G.O.: You did the work, so use it!
1. Take the first part you wrote and rewrite it, adding a transition word or phrase to the beginning.
2. Rewrite the quotation, using ellipses (...) when necessary.
3. Rewrite what the Glass Castle symbolizes (underlined on your G.O.) and add to it.
   * You have a PERFECT paragraph!

Again, the Glass Castle gains new meaning in Welch. Jeannette and her family moved out of her grandmother’s house after a “situation” and they buy an old, broken down house. It’s falling apart and has no room. Jeannette’s dad decides to build the Glass Castle so they can have a dream house. Jeannette recalls Rex saying, “The important thing... was that it came with plenty of land to build our new house. He intended to follow the blueprints for the Glass Castle, but he had to do some serious reconfiguring...” (151-152). The Glass Castle symbolizes that they still have hope for a better life and that they will get out of their not so good life and start a new one. In this way, the symbol remains hopeful, but is not something Rex is giving much priority to.
<table>
<thead>
<tr>
<th>C.C.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</th>
<th><strong>Exemplary</strong> 20-16 points</th>
<th><strong>Proficient</strong> 15-11 points</th>
<th><strong>Emerging</strong> 10-6 points</th>
<th><strong>Undeveloped</strong> 5-0 points</th>
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<tbody>
<tr>
<td><strong>Introduction/Conclusion</strong></td>
<td>Both the introduction and conclusion are thoughtfully developed and contain the appropriate parts (hook, lead-in, lead-out, clincher) without being redundant.</td>
<td>Both the introduction and conclusion contain the appropriate parts but could be more thoughtful.</td>
<td>The introduction and/or conclusion are missing one of the following: hook, lead-in, lead-out, clincher.</td>
<td>Missing an introduction and/or conclusion or missing many parts of either.</td>
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<tr>
<td><strong>Organization: Claims</strong></td>
<td>Each claim is precise, knowledgeable, and includes an opinion. The claims are a direct result of the thesis but are not worded exactly the same. Instead, they are interesting and complex and set up the rest of the paragraphs.</td>
<td>Each claim is knowledgeable and includes an opinion. The claims are direct result of the thesis but are worded very similarly to the thesis. As a result, they sound repetitive, although they do set up the rest of the paragraphs.</td>
<td>Each claim is present, but is more fact than argument. One of the claims was not introduced in the thesis. Therefore, the paper develops a disjointed sense of organization and becomes confusing.</td>
<td>Each claim is not evident. There is no identifiable thesis. Because of this, claims are not clearly related to the thesis and the paper lacks a strong sense of organization.</td>
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<td><strong>Organization: Evidence</strong></td>
<td>Each claim is supported with 3 or more pieces of evidence, which clearly prove the claim. Support connects clearly to the thesis and is embedded within the writer’s own ideas, forming a persuasive argument.</td>
<td>Each claim is supported with 2 or 3 pieces of evidence which clearly prove the claim. Support connects to the thesis, though the writer has done little to embed the quotations into his own writing.</td>
<td>Each claim is supported by 1 or 2 pieces of evidence which do not thoroughly prove the claim. Support is indirectly connected to the thesis and stuck into the paragraph, more as a list than as support for an argument.</td>
<td>Each claim is not supported by specific evidence. The writer has referred generally to the text but not with any detail. Support may also be unrelated to the thesis and stuck into the paragraph.</td>
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<td><strong>Organization: Analysis</strong></td>
<td>Analysis thoroughly discusses each piece of evidence in relation to the claims, thesis and overall big picture. In fact, the writer spends most of his time in the paragraph with this reflection/discussion.</td>
<td>Analysis discusses the evidence in relation to the claim, thesis and big picture, but does this so briefly that further reflection/discussion is needed. As a result the paper is not exceptionally persuasive.</td>
<td>Analysis is thin. Either it does not link the evidence back to the claim and thesis, or it does not discuss the big picture. As a result, the paper fails to persuade the reader.</td>
<td>Analysis lacks enough material such that it cannot be judged as complete. It either restates the evidence or discusses irrelevant information for the claim. As a result, the paper fails to persuade the reader.</td>
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<td><strong>Grammar and Mechanics</strong></td>
<td>The essay is easy to read and errors do not interfere with meaning. There are no errors.</td>
<td>The essay is still easy to read and errors do not interfere with meaning. There are 1-2 errors.</td>
<td>Errors are interfering with meaning and the essay is difficult to read at times. There are 3-4 errors.</td>
<td>The essay is difficult to read as errors interfere with meaning. There are 5 or more errors.</td>
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