“Everyday Use” by Alice Walker

“My Mother Pieced Quilts” by Teresa Paloma Acosta

**PROMPT**

Both “Everyday Use” and the poem “My Mother Pieced Quilts” reflect upon the relationships between mothers and their children. Your assignment is to stop and think about your relationship with your own mother, stepmother, grandmother, or other mother-type person in your life.

Write a composition in which you explore your relationship with a mother-type person.

**PREWRITING (*separate daily grade*)**

1. Name your person or brainstorm multiple influential people. Remember: influential does not have to be good. In the space below using a word web, develop descriptive phrases, words, ideas about the individual. After brainstorming, if you have several from which to choose, narrow your choices down to ONE influential person by circling your brainstorm.

|  |  |
| --- | --- |
| CHOICE/PERSON #1 | CHOICE/PERSON #2 |
|  |  |

2. Write the person’s name here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Think about this person and **your relationship**. Write down three words that **describe your relationship**. Under each word, give several examples of ways it is shown in your relationship. *For example, if you say your relationship with this person is “close,” you should tell some things you do together that show your close relationship - every Saturday you go shopping together; you share your personal thoughts with her, etc. The idea is to give specific examples for each word you choose.*

|  |  |  |
| --- | --- | --- |
| ***DESCRIPTIVE WORD #1*** | ***DESCRIPTIVE WORD #2*** | ***DESCRIPTIVE WORD #3*** |
| *Figurative Language* | *Figurative Language* | *Figurative Language* |
| *Anecdote* I remember a time when… | *Anecdote* I remember a time when… | *Anecdote* I remember a time when… |

**DRAFTING (*separate daily grade*)**

*Students will use the basic outline below to organize their prewritten thoughts.*

1. Introduction
2. Introduce “mother” character *(3 sentences maximum)*

Write sentences describing the person about whom you are including in a motherly relationship. Tell a little about the individual without going into too much depth.

B. Thesis statement *(1 sentence ONLY)* SUBJECT + OPINION = THESIS STATEMENT

 A sentence describing your relationship with that person, including at least 2 of the descriptive words you

 chose in the pre-writing section.

1. First Body
2. Topic Sentence – sentence directing the informational/expository purpose of the entire paragraph

 DO NOT SAY: *This paragraph is going to be about…*

1. *Describe your relationship* using at least 2 characteristics you chose during the prewriting. Develop each descriptive phrase/idea with explanations that demonstrate your *label for the relationship*. Give specific examples of moments that show or exemplify that quality or description.
	1. Descriptor #1
		1. One anecdote no longer than 3 sentences MUST be used to develop one of the descriptors.
	2. Descriptor #2
		1. One figurative language MUST be used to develop a different descriptor.

\*\*DO NOT COMBINE for credit for both a) and b). \*\*

C. Concluding sentence – Wrap up your thoughts about the relationship that you have/had with the individual.

 Lead into the concept of the next paragraph.

1. Second Body

A. Topic Sentence – sentence directing the persuasive purpose of the entire paragraph

 DO NOT SAY: *This paragraph is going to be about…*

B. Discuss whether you could get along without the person in your life. Again, use specific examples of moments that show or exemplify that quality or description.

 C. Concluding sentence – Wrap up your thoughts about life without your person.

1. Conclusion

A. Write a concluding paragraph with your final thoughts or wishes for the future regarding your relationship with your person or other similar types of people or relationships. Consider saying “thanks” to your person. *Remember*: If your relationship with that person is not one to be desired, your “thanks” will act more as sarcasm than a heartfelt recognition, adding voice and tone to your work.

PEER CONFERENCE/REVISING *(separate handout and 75% of a daily grade for revising and editing)*

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING *(25% of a daily grade for revising and editing)*

Do a final proofreading of your paper double-checking your grammar, spelling, and punctuation.

PUBLISHING (MAJOR GRADE)

Consider typing the final draft. Make sure to consult the class website for MLA formatting when typing an essay or formal literary document. Typing is not a requirement but is certainly encouraged. If you choose to hand write the essay, make sure to use only the front of the paper, use a proper heading and title, and eliminate as many mistakes and scratch outs as possible.