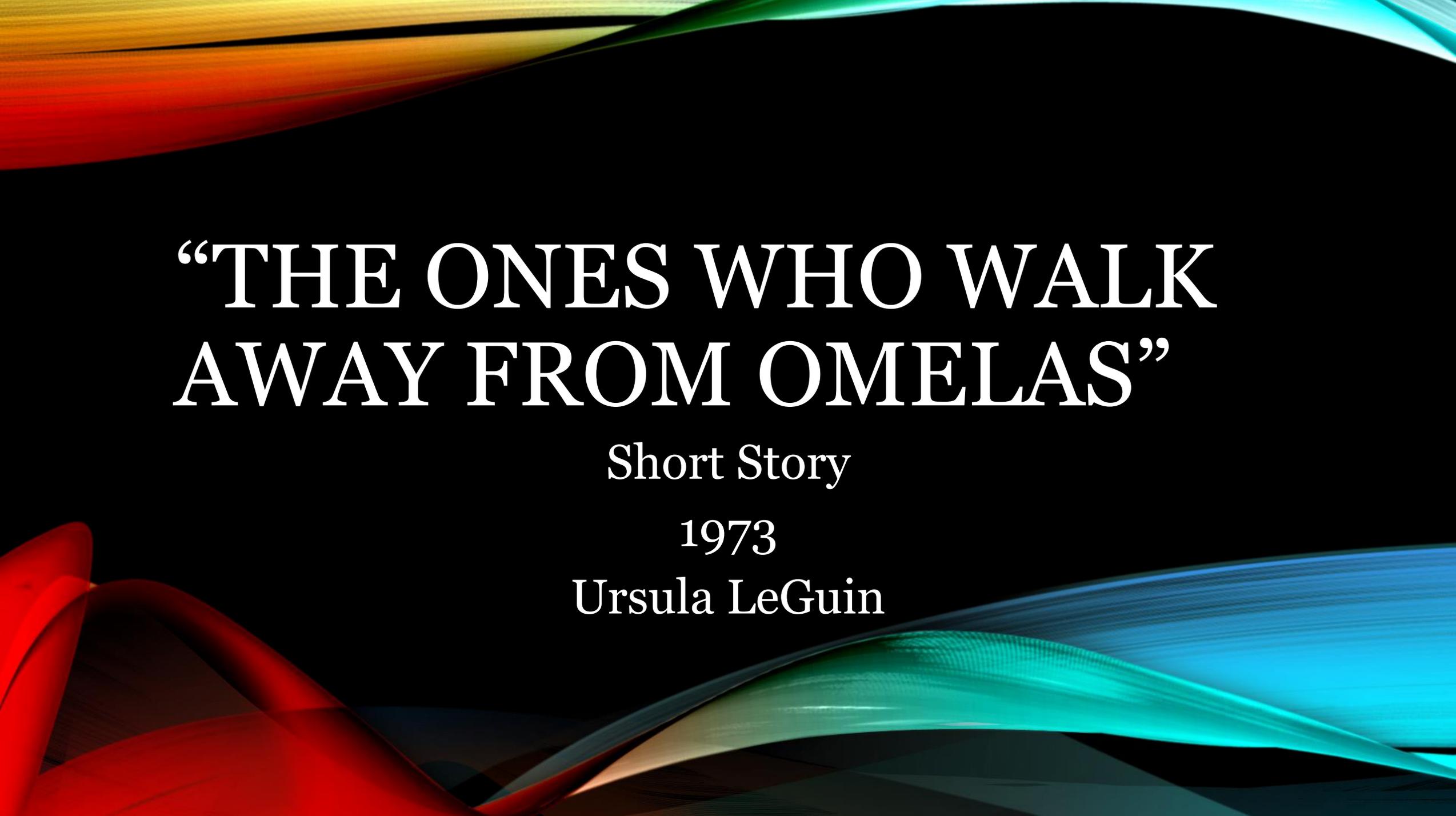


ENTRY TASK—  
NOTE CARD/COMPLETE IDEAS

1. Your name & class period
2. **Who suffers so you can try to be happy?**  
Explain, analyzing specific evidence.
3. How do you know they suffer?  
#tokcrossover

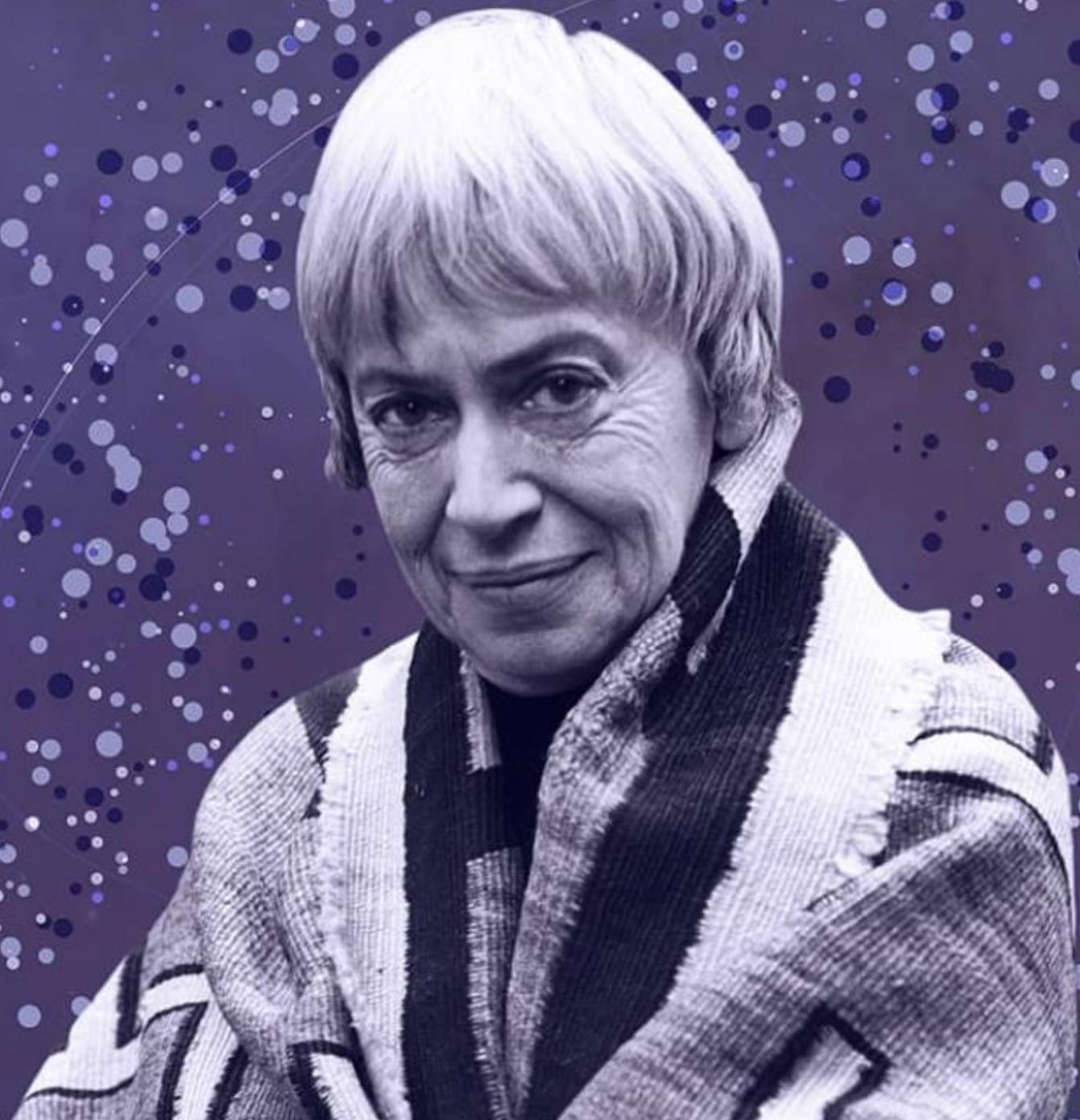


“THE ONES WHO WALK  
AWAY FROM OMELAS”

Short Story

1973

Ursula LeGuin



# URSULA KROEBER LE GUIN (1929-2018)

- Author of 21 novels, 11 volumes of short stories, four collections of essays, 12 children's books, six volumes of poetry and four of translation.
- Ursula Kroeber was born in 1929 and grew up in Berkeley, California.
- Her parents were anthropologist Alfred Kroeber and writer Theodora Kroeber, author of *Ishi*.
- She attended Radcliffe College (Harvard's women's college; absorbed by Harvard in 1999) and did graduate work at Columbia University.
- She married historian Charles A. Le Guin, in Paris in 1953; they lived in Portland, Oregon, beginning in 1958, and had three children and four grandchildren.
- Le Guin died peacefully in her home in January, 2018.

# HOMEWORK

For Friday,  
print and  
critically read  
LeGuin's short  
story "The Ones  
Who Walk  
Away from  
Omelas"

- Critically read however you like, but your unique annotations should show active engagement with the whole text and be able to:
- Provide an objective **summary** of the text **and thorough textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text.
- Determine the texts' **central ideas analyze its development** over the course of the text, including **how it emerges** and is **shaped** and refined by **specific details**.
- Cite **strong and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **Determine the meaning** of words and phrases as they are used in this text, including **figurative** and **connotative** meanings.
- Make valid connections between this text, other literary texts you've read, the world, and your life.

	<b>Exceeds Standards</b> “I know/Can do it well enough to make connections that weren’t taught.”	<b>Standard</b> “I know/Can do everything that was taught without making mistakes”	<b>Approaching Standard</b> I know/Can do all the easy parts, but I don’t know/can’t do the harder parts.”	<b>Below Standard</b> “With help, I know/can do some off what was taught”
<b>Critical Reading</b>	<p><b>TECHNIQUES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Underline/highlights meaningful parts (not randomly selected materials)</li> <li><input type="checkbox"/> Interesting questions responding to the text are written in the margins</li> <li><input type="checkbox"/> Summarizes main points</li> <li><input type="checkbox"/> Makes connections to previous knowledge and class material</li> <li><input type="checkbox"/> Examines the text for bias</li> <li><input type="checkbox"/> Makes inferences and predictions</li> <li><input type="checkbox"/> Stars sentences that are most important</li> <li><input type="checkbox"/> Puts questions marks next to sentences that are confusing</li> </ul> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Quantity:</u> There were plenty of analytical comments/questions made but the teacher can still “see the page” (the student didn’t overdo it)</li> <li><input type="checkbox"/> <u>Quality:</u> Uses high <i>Levels of Understanding</i> to write comments and question author (Text-Text, Text-Other Texts, Text-Reader, Text-World)</li> </ul>	<p><b>TECHNIQUES</b></p> <p>Students does most of the elements required and in “Exceeds Standards” however there was more information that could have been critically read</p> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Quantity:</u> There were SOME analytical comments/questions made, but they could have written a few more</li> <li><input type="checkbox"/> <u>Quality:</u> Uses SOME high <i>Levels of Understanding</i> to write comments and question author, but a lot of the comments were rather simple</li> </ul>	<p><b>TECHNIQUES</b></p> <p>The student is critically reading, however not many techniques were used.</p> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Quantity:</u> A few attempts were made to analyze</li> <li><input type="checkbox"/> <u>Quality:</u> Once or twice the student seemed to be making an interesting connection but it’s not complete clear the student know how to analyze the text</li> </ul>	<p><b>TECHNIQUES</b></p> <p>The students ONLY underlines and/or highlights.</p> <p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Quantity:</u> Only one or two attempts were made to analyze the text</li> <li><input type="checkbox"/> <u>Quality:</u> With a little guidance this student can create analytical comments when reading a text</li> </ul>