



How does an individual's perspective of, and response to, a crisis define him or her?

A clear opening sentence which introduces the text and purpose. My visual representation of the main character in Shirley Jackson's *The Possibility of Evil* is symbolic of how sometimes with good intentions come evil acts. The protagonist of this short story, Miss Adela Strangeworth, never saw her actions as harmful but rather to be beneficial to her town "...as long as evil existed unchecked in the world, it was Miss Strangeworth's duty to keep her town alert to it". She saw this damaging act of writing letters to be a community service of sorts. Completely blinded by the possible negative repercussions that could come from doing such a thing. Miss Strangeworth having this perspective on her actions gives the ending of the story a significant impact to not only the character but to the reader as well. Adela saw this single letter addressed to her as an act of cruelty from the world. In reality this is merely a taste of her own poison. This one letter on green paper seems miniscule in comparison to the hundreds of letters Miss Strangeworth once bragged of. This one letter on green paper meant everything to her as it shattered her world and tore her apart. The protagonists' response to this meager letter reflects on how she couldn't see her own wrong doings.

Is the repetition purposeful? How could these sentences be combined?

In my drawing I portrayed Miss Strangeworth to be stabbing herself to represent her self inflicted downfall. She initiated her own demise. The mask depicts the innocent and sweet character that Adela showed to her town and saw herself as. Her stab wound reveals the abundance of letters she has written, her true self. This is representing the possibility of evil in everyone with a smiling mask on their head.

A clear exploration of the symbolism in your image.

6.4 Short Story Artist Rubric

Value	Ideas and Impressions	Presentation
Excellent	<ul style="list-style-type: none"> <input type="checkbox"/> You create a <i>unique and purposeful</i> text. <input type="checkbox"/> You <i>clearly</i> develop details to reveal connections between the short story element and the essential question. 	<ul style="list-style-type: none"> <input type="checkbox"/> Your paragraph is organized <i>effectively</i>. <input type="checkbox"/> You use <i>effective</i> and <i>polished</i> sentence structures. <input type="checkbox"/> You demonstrate <i>confident</i> control of sentence construction, usage, grammar, and mechanics.
Proficient	<ul style="list-style-type: none"> <input type="checkbox"/> You create a <i>well-considered</i> text. <input type="checkbox"/> You <i>fully</i> develop details to reveal connections between the short story element and the essential question. 	<ul style="list-style-type: none"> <input type="checkbox"/> Your paragraph is organized <i>adequately</i>. <input type="checkbox"/> You use <i>effective</i> sentence structures. <input type="checkbox"/> You demonstrate <i>control</i> of correct sentence construction, usage, grammar, and mechanics.
Satisfactory	<ul style="list-style-type: none"> <input type="checkbox"/> You create a <i>straightforward</i> text. <input type="checkbox"/> You <i>partially</i> develop details to reveal connections between the short story element and the essential question. 	<ul style="list-style-type: none"> <input type="checkbox"/> Your paragraph is organized <i>appropriately</i>. <input type="checkbox"/> You use <i>generally clear</i> sentence structures; attempts at complex structures <i>may be awkward</i>. <input type="checkbox"/> You demonstrate control of <i>basic</i> sentence construction, usage, grammar, and mechanics.
Limited	<ul style="list-style-type: none"> <input type="checkbox"/> You create an <i>incomplete</i> text. <input type="checkbox"/> You make <i>superficial</i> connections between the the short story element and the essential question. 	<ul style="list-style-type: none"> <input type="checkbox"/> Your paragraph is organized <i>weakly</i>. <input type="checkbox"/> You frequently use <i>awkward</i> and/or <i>immature</i> sentence structures. <input type="checkbox"/> You demonstrate <i>faltering</i> control of sentence construction, usage, grammar, and mechanics.
Redo	Your attempt to respond does not address the assignment . You need to contact your teacher so we can discuss your work and your resubmission.	
TOTAL: 26/30 = 87%	17/20	9 /10
Assessment	Areas of strength: Your visual representation and discussion of symbols is very good.	
	Might I suggest: A more in depth discussion of the events in the story that define her character at the end.	