

## Project Description: Interpretive Paper, due March 4

### General Guidelines:

This essay must examine a **question** or **problem** pertinent *[Significance, Relevance]* to an assigned text or to an assigned text and a related work. The essay should feature a thesis or position that you develop carefully and **logically** through close, focused *[Precision]* analysis of the primary text(s). In crafting your discussion, consider your audience *[Point of View]* to be members of our class, as well as other students of children's literature or Latino and/or African-American culture.

The **purpose** of the paper is to have you exercise your skill at **interpreting** and writing about the way literature or a related artifact expresses meaning. This involves:

- \* staking out and articulating a **question** or **problem** (e.g. Why are images of flight so common in this novel?)
- \* discerning the meaning and scope *[Depth and Breadth]* of the **problem** (e.g. The images of flight relate to a central theme of the book—the possibility of rising above limiting circumstances.)
- \* considering the text/author's **point of view** with respect to the matter under investigation (e.g. at times flight seems possible and is celebrated; at times the desire to fly is satirized; the text endorses flight but the illustrations suggest its virtual impossibility)
- \* relying on evidence *[Information, Accuracy]* to back up your assertions
- \* anticipating alternative ways of understanding the problem **[Point of View]** (possibly through use of secondary criticism)
- \* tracing the **implications** and consequences that follow from your reasoning (e.g. the text's concern with flight symbolize and comment on the A group's awakening to the oppression of dictator B's regime).

### Text in Red

Indicates the infusion of the  
**Elements of Reasoning**

### Text in Blue

Indicates the infusion of the  
**Intellectual Standards**

### Text in Green

Indicates the infusion of the  
**Intellectual Traits**

### *[Bracketed Text]*

Indicates the indirect use of  
critical thinking **[Elements]**,  
*[Standards]*, or *[Traits]*

[View more about the Paul-Elder  
Framework of Critical Thinking](#)