

## “Grover Dill and the Tasmanian Devil” Personal Essay

“Grover Dill and the Tasmanian Devil” tells a story from the author’s childhood. The author remembers it very well because the whole experience was very traumatic and upsetting to him. Because children often have an exaggerated view of events that happen to them, the author also exaggerates his and other characters feelings and responses to the events. Tell about an upsetting and traumatic experience you had as a child. It may be an experience that in reality wasn’t **really terrible**, but from your viewpoint as a child, it seemed awful! Try and use good descriptions of the time, place, people, and events that took place. Try and give the reader a good idea of what you were feeling and why.

Organize your essay to these guidelines:

- 1) **Setting:** Describe the time, place, and situation in which the event happened. Tell about the other people who were involved.
- 2) **Rising Action:** Tell about the events leading up to the actual event. Be sure to give information that describes your internal and external conflicts.
- 3) **Climax/Resolution:** Tell about the event itself!
- 4) **Falling Action:** Describe what happened after the event; **Conclusion:** Write at least one sentence putting an ending on your story.

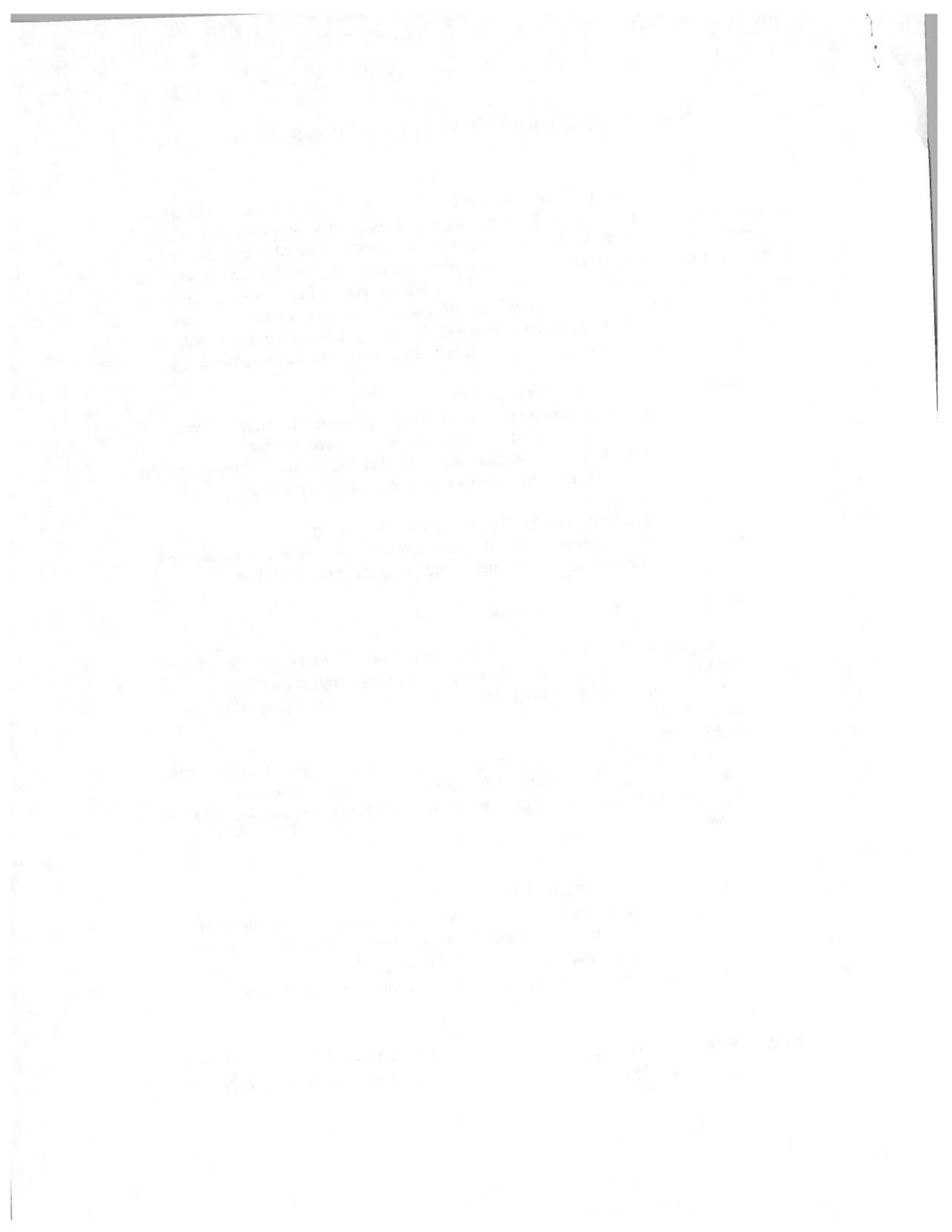
Use these guidelines for the actual writing of the essay:

- 1) One page long (typed) with at least four paragraphs. Organize your paragraphs with the parts listed up above. This will give you your four paragraphs.
- 2) Use the default margins and font style in the word processing program.
- 3) Font size 12.
- 4) Double space
- 5) On the first line beneath the top margin, center the title. Double space once and type in your name, also centered. Double space twice, return to a left side alignment, tab in once, and begin your essay. Each paragraph must be indented one tab.

- Write the first draft.
- Type it on a computer, saving it to a disk. Run spellcheck on the document. The copy the teacher will edit must be typed.
- Have your teacher edit your first, typed copy.
- Correct your errors! Then print a final copy and turn in.

**Essay is due: A day,  
B day,**

**(You must turn in both the  
first and final copies!)**



**“Grover Dill and the Tasmanian”  
Devil Personal Essay-Rough Draft**

Name \_\_\_\_\_  
Date \_\_\_\_\_

**First Draft:** Remember, it must be **four** paragraphs. A paragraph consists of **5** sentences. This form will take you through the essay step-by-step. The sentences are numbered for each paragraph.

**1<sup>st</sup> Paragraph: Setting-**Describe the **time, place, and situation** in which the event happened. Tell about the **other people** who were involved.

#1: \_\_\_\_\_  
\_\_\_\_\_

#2: \_\_\_\_\_  
\_\_\_\_\_

#3: \_\_\_\_\_  
\_\_\_\_\_

#4: \_\_\_\_\_  
\_\_\_\_\_

#5: \_\_\_\_\_  
\_\_\_\_\_

**2<sup>nd</sup> Paragraph: Rising Action-**Tell about the events **leading up** to the actual event. Be sure to give information that describes the **internal and external conflicts**.

#1: \_\_\_\_\_  
\_\_\_\_\_

#2: \_\_\_\_\_  
\_\_\_\_\_

#3: \_\_\_\_\_  
\_\_\_\_\_

#4: \_\_\_\_\_  
\_\_\_\_\_

#5: \_\_\_\_\_  
\_\_\_\_\_

**3<sup>rd</sup> Paragraph: Climax/Resolution-**Tell about the **event itself**.

#1: \_\_\_\_\_  
\_\_\_\_\_

#2: \_\_\_\_\_  
\_\_\_\_\_

#3: \_\_\_\_\_  
\_\_\_\_\_

#4: \_\_\_\_\_  
\_\_\_\_\_

#5: \_\_\_\_\_  
\_\_\_\_\_

**4<sup>th</sup> Paragraph: Falling Action-**Describe what happened **after** the event; **Conclusion:** Write at least one sentence putting an ending on your story.

#1: \_\_\_\_\_  
\_\_\_\_\_

#2: \_\_\_\_\_  
\_\_\_\_\_

#3: \_\_\_\_\_  
\_\_\_\_\_

#4: \_\_\_\_\_  
\_\_\_\_\_

#5: **Conclusion Sentence:** \_\_\_\_\_  
\_\_\_\_\_

Now YOU correct any mistakes in writing and type the corrected copy on the computer.

## Weighted Rubric for Short Story (4 Paragraphs) Using Hyperbole

Category	5	4	3-2	1-0
<b>Organization of Plot</b>	The story is very well organized. It contains setting, rising action, climax/resolution, and falling action.	The story is pretty well organized. It contains setting, rising action, climax/resolution, and falling action.	The story is a little hard to follow. It contains setting, rising action, climax/resolution, and falling action.	Ideas and scenes seem to be randomly arranged.
	5	4-3	2-1	0
<b>Use of Hyperbole (Exaggeration)</b>	The story contains at least 5 instances of exaggeration.	The story contains at least 3-4 instances of exaggeration.	The story contains at least 1-2 instances of exaggeration.	The story contains no instances of exaggeration.
	5	4	3-2	1-0
<b>Sentence Structure (Fluency)</b>	All sentences are well-constructed with varied and interesting structure patterns.	Most sentences are well-constructed with varied and interesting structure patterns.	Most sentences are well-constructed but have similar and uninteresting structure patterns.	Sentences lack structure and appear incomplete or rambling.
	5	4	3-2	1-0
<b>Grammar and Spelling (Conventions)</b>	Writer makes 0-2 errors in grammar, punctuation, or spelling.	Writer makes 3-11 errors in grammar, punctuation, or spelling.	Writer makes 12-17 errors in grammar, punctuation, or spelling.	Writer makes more than 18 errors in grammar, punctuation, or spelling.
	5	4-3	2-1	0
<b>Correct Format</b>	Contains at least four paragraphs with at least five sentences in each. Story typed using 12 font and double-spacing with title and name typed as directed.	Contains at least three paragraphs with at least 13-14 sentences used between all three paragraphs. Story typed using 12 font and double-spacing with title and name typed as directed.	Contains at least three paragraphs with at least 12 sentences used between all paragraphs. Story typed using 12 font and double-spacing.	Story typed and/or only one or two paragraphs. (Does not matter how many sentences.)
<b>Total Points</b>  _____/25				

