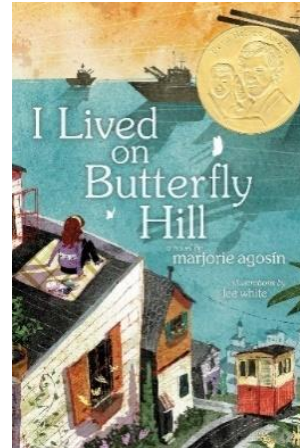


I Lived on Butterfly Hill

Writing Prompts



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Genre Realistic fiction

Synopsis When Chile's armed forces stage a coup d'état against the government and General Pinochet takes control, Celeste's life change. Her parents go into hiding and she has to leave the country. When she returns, she bravely searches for her father and observes the post-elections recovery of fellow citizens.

Themes Civil Rights; War and Conflict

Character-Based Literacy Program Essay Assignment

I Lived on Butterfly Hill



Write a three-page essay (about 750 words) in response to the following writing prompt:

- Most people would agree that compassion is an essential virtue. However, some might disagree on how a compassionate society might look like. What is your view on the characteristics of a compassionate society? Use examples from the book and the world. You may include examples from your school and neighborhood, the news, or the work of people and organizations you have heard about.

How to Format Your Essay

Font: 12-point Times New Roman.

Spacing: Use double space throughout the essay. There should not be extra spaces between paragraphs.

Heading: In the upper left corner of the first page of your essay, type your name, the instructor's name, your class, and the date.

Margins: A one-inch margin on the top, bottom, left, and right.

Headers: Your last name and the page number should appear in the upper right corner of each page of your essay, including the first page.

Title: The title of the essay (12 words maximum) should be centered. Do not use bold, larger type, italics, underlined, in quotes, a different font, or all capital letters.

Indentation: The first line of each paragraph should be indented 1/2 inch or five spaces. Pressing [Tab] once should give you the correct indentation.

Align Left: The text of your essay should be lined up evenly at the left margin but not at the right margin.

Quotes: For this essay you may use inline quotations only (less than three lines long). If you change part of a quote (e.g., lowercase the first word), put [] around the changed letter(s).

ESSAY RUBRIC

	A	B	C	D	F
Introduction	The introduction contains interesting/ powerful hook, thesis (an argument related to the writing prompt), and anchor statements that are clear, concise, and accurate.	The introduction contains anchor statements that are clear, concise, and accurate. The thesis statement and anchor hook are imperfect.	The anchor statements are awkwardly worded or inaccurate. The hook is loosely connected thematically or hard to understand. The thesis statement repeats the writing prompt and does not make a more pointed argument.	The introduction does not contain a hook and anchor statements. There is a brief description of the topic or subject.	There is no introduction paragraph.
Body Paragraphs	Topic sentences convey accurate and relevant arguments. The writer smoothly links the topic sentences to textual evidence. The use of evidence demonstrates the writers' understanding of the book plot and the topic. Transitions smoothly connect ideas.	Topic sentences convey accurate and relevant arguments. Some sentences are awkwardly phrased. There is textual evidence, although the evidence selected is imperfect or not coherently connected to the topic of the paragraph. Some transitions are missing.	The topic sentences are vague. There is some use of textual evidence, but without clear connection to the topic sentences. There are some good ideas, but most of the commentary is vague. Transitions are sporadic.	The topic sentences are confusing or inaccurate. Not all arguments are supported by evidence or the textual evidence is confusing or inaccurate. Transitions are few or logically inappropriate to the context.	There are no topic sentences. There is no use of textual evidence (quotes or otherwise). There are few or no transitions anywhere in the essay.
Organization	Paragraphs are excellent (blocked or point-by-point). Argumentation is organized in a clear and logical manner. The paragraphs smoothly guide the reader towards a relevant and logical conclusion.	The paragraphs somewhat mimic good block or point-by-point strategies. Most of the paragraphs are too long or too short.	The essay is divided into paragraphs. There is a logical order of paragraphs.	The paragraphs seem to be ordered randomly. The lack of logical order of paragraphs inhibits clarity and meaning.	The writer uses little or no paragraphing.
Voice	The writer sounds knowledgeable and proficient in the story and the topic of the essay. A formal,	The writer sounds knowledgeable and proficient in the story and the topic of the essay. A	Some slips into non-formal voice or less knowledge about the topic and the plot.	The writer sounds unsure. The majority of the essay is written in informal style.	The writer relies heavily on cliches and idioms and does not show any knowledge of the plot and the topic.

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	academic style is used.	somewhat formal, academic style is used.			
Word Choice	The writer demonstrates a large and relevant vocabulary.	A few instances of incorrect or inappropriate use of words/terms. Emerging sophisticated vocabulary.	Incorrect or inappropriate use of words/terms. Limited vocabulary.	Too much passive voice. Trite adjectives (a lot, good, great, etc.). Weak diction (say, said, get, got, etc.)	Too much passive voice. Trite adjectives (a lot, good, great, etc.). Weak diction (say, said, get, got, etc.) Very limited vocabulary.
Sentence Fluency	No fragments, no run-ons. The sentences vary in structure. No grammatical and spelling mistakes. The writers demonstrates command of sophisticated sentence structure.	No fragments, no run-ons. The sentences vary in structure. Some grammatical and spelling mistakes. The writers demonstrates emerging command of sophisticated sentence structure.	Some fragments and/or run-on sentences. Some of the sentences are choppy or simplistic.	Fragments and run-on sentences are common.	Fragments and run-on sentences are rampant.
Conclusion Paragraph	The main idea is restated in the conclusion in a new way. The main points are restated in the conclusion clearly and in a new way.	The main idea is restated in the conclusion in a new way. The main points are restated in the conclusion.	The main idea statement is lacking or confusing. None of the main points are restated in the conclusion clearly.	The main idea is not restated at all in this conclusion. None of the main points are restated in the conclusion clearly.	There is no conclusion paragraph.

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“How come everyone doesn’t come up the hills to help? At least other doctors should, shouldn’t they?” My mother glances at my father, who is walking fast with a fierce look and a set jaw. (28).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“Our souls can crumble when we don’t care about our neighbors, or when we say hateful things about others, or exclude people for being different.” She begins to pick the shattered pieces of porcelain from the teacups off the floor. (45).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“My father says that poets, writers, and journalists are subversives. And some singers and artists, and those people who work with the poor and think they can change things themselves.” She casts a glare like a knife in my direction. “Those people are weakening Chile. My father says they are enemies of the fatherland and very dangerous.” (72).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



*“Don’t wait too long, Niña Celeste.” She tells me sternly.
“Something that is hard to do it just becomes harder when
you wait. Don’t hope it will go away on its own—because it
won’t.” (83).*

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“That was a test!” Gloria whips her head around and whispers to me viciously. “And you failed, Celeste!”

My mind reels in confusion. Test of what? Did Gloria tell on us? Is that why the guard came over? She gives me a little smirk. She did tell! (101).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“And, Celeste, don't wear those jeans anymore, even when you are in the house. We never know who might knock on the door, and the military demands that girls dress only in skirts and do up their hair in proper buns. And your hair, Celeste, is Wilder than even your mothers when she was your age.” (128).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



"Don't think so much, Niña. Right now you have to move forward and not look back. But when you are up there in the North, have one I see ahead and one watching behind you. Be careful of unknown things, but also have faith, Niña Celeste." (146).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



"In Valparaíso, everything is so blue! But this is the gray of Maine, Celeste Mía."

"It seems so sad, Tía."

"Si, but you will get used to it, and believe me, one day you will even miss it. It is a gray full of mysteries. If you take a moment to look at it, you will see this gray contains a light. It's a color that promises the sun's arrival." (160).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“Charlie”—I struggle to get the words right—“my country has highways, airplanes, and refrigerators. But more important, Chile has poets, and people fill entire stadiums to hear them.” Suddenly I feel brave, and I toss my head. “I know poems by heart. Do you?” (188).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



*"Tom, Kim! I just realized the air has no borders.
Someone in Seoul and someone in Valparaíso see the
same sky right now!" (210).*

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“When the government elected by the people was toppled, and the military began to persecute everyone for having their own opinions or for their long hair and jeans, it made everyone very frightened, and unfortunately, people you thought were your friends turned into enemies, and neighbors betrayed neighbors. But that is only half the story. Many Chileans began to help one another. They hid people in their homes, or found hiding places outside the city and brought them food, like the people who are helping your parents. Even if our own lives are in danger, we don’t abandon others. That is solidarity.” (225–226).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“Celeste, Querida mía,” shay says soothingly. “There are many people who don’t want to recognize what is happening to our country because they don’t want to be reminded of pain. They are afraid of pain. But you are not one of those people, Celeste.” (262).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“But...” Charlie takes a deep breath and continues. “You were always so great at being yourself. You never changed to try to fit in. The only thing you did was learn English, and I used to think, ‘wow! That girl works so hard! She’s tougher than I am!’” (285).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



“Since the time my father's father, men have been fishing here and building homes in the air so that we can stay dry during high tides and survive the storms. We live according to the laws of the sea. It is a great force, just like the heart of men, with its ability to do both good and bad.” (324).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



Papá nods. "It's true. Once in a while Fergus would find someone for me to care for. So I consoled myself by making myself useful—at least there were people who needed my help." (360).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



As I move closer toward that tall metal fence separating the courtyard from the street, I see many young children running around whom I don't recognize it all. That used to be us: me, Cristóbal, Ana, Gloria, Marisol, Lucila. Now I am one of the "big kids" in the eighth grade at the high school. (383).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



I have learned that although the planet Earth is immense and diverse, our world is truly one. The swells of the same ocean move all of us in these interconnected lands that we only imagine as separate from one another. People like to think of themselves as individuals. But I believe that in our hearts here, Chileans know differently. We know the meaning of solidarity. We understand that what happens to a neighbor also happens to us. (416).

Character-Based Literacy Program Writing Prompts

I Lived on Butterfly Hill, Analyze a Key Paragraph



Yes, I am a refugee. And it is a beautiful word, a beautiful thing. I am an exile. That means I am a traveler of the world, and I belong to nothing but the things I love. (454).