

## Reading & Writing Workshop

The following passage from Patricia Hampl's memoir *Blue Arabesque* describes the profound impact a painting had on the narrator. As you read the passage, consider situations from your own life when you were mesmerized or influenced by an artistic work (e.g., popular music, art, photography, movies, theater).

I was hurrying to meet a friend at the Chicago Art Institute, a place I didn't know. We had agreed on the museum cafeteria, and I was directed by a guard through a series of connected galleries to a staircase. I was late—of course. Rushing—of course—paying no attention to the paintings on the walls as I hurried to get where I was supposed to have been five minutes earlier.

Then, unexpectedly, several galleries shy of my destination, I came to a halt before a large, rather muddy painting in a heavy gold-colored frame. But that's wrong: I didn't halt, didn't stop. I was stopped. Apprehended, even. That's how it felt. I stood before the painting a long minute. I couldn't move away. I couldn't have said why. I was simply fastened there.

I wasn't in the habit of being moved by art. I wasn't much of a museum goer, and I thought of myself as a person almost uniquely ungifted in the visual arts. I couldn't draw, couldn't see how to lure images from eye to hand to paper.

Maybe only someone so innocent of art history could be riveted by a picture as I was that day. Being spoken to by a picture? I couldn't deny it. One way or another, ever since that uncanny day in the museum, when I was searching not for art but for the cafeteria, I've been staring inwardly at that painting of the thoughtful woman who stares, in turn, at a goldfish bowl. I couldn't explain what the picture expressed, what I intuited from it. But that it spoke, I have no doubt.

Adapted from Patricia Hampl, *Blue Arabesque*. © 2006 by Patricia Hampl.

Write a response about a time you experienced emotions similar to the captivation that the narrator describes feeling in the passage. In your response, use your own words to describe your experience, how you responded to it, and how your life is different now. You may include references to the passage or other texts you have read.

Total: 12 points

	<b>Content</b>	<b>Organization</b>	<b>Language</b>
<b>4</b>	The response shows a clear understanding of the task. The response identifies and thoroughly describes the student's chosen characteristic or experience, providing thoughtful self-reflection. Development of ideas is ample, specific, and sensible.	Organization of response is clear; ideas are effectively grouped and logically sequenced. The response possesses clear unified paragraphs.	The language of the response is clear and effectively conveys ideas. Sentences are varied, and word choice is varied and precise. Although there may be a few minor errors in grammar, usage, and mechanics, meaning is clear throughout the response.
<b>3</b>	The response shows an understanding of the task. The response adequately describes a related characteristic or experience, offering some self-reflection. Development of ideas is adequate, with some specific examples and details.	Organization of the response is generally clear, with sound grouping of ideas throughout. The response possesses generally coherent and unified paragraphs.	The language of the response is mostly clear and adequately conveys ideas. The response has some sentence variety and appropriate word choice. There may be some distracting errors in grammar, usage, and mechanics, but meaning is usually clear.
<b>2</b>	The response shows some understanding of the task. The response identifies but only minimally describes a related characteristic or experience and may not offer any self-reflection. Development of ideas is limited.	Organization of the response is simple, with only some ideas logically grouped. The response possesses only some basically coherent and unified paragraphs.	The language of the response is sometimes clear, but some ideas are difficult to comprehend. The response shows simple sentence construction and word choice. Errors in grammar, usage, and mechanics may be distracting and may sometimes impede understanding.
<b>1</b>	The response shows little or no understanding of the task. The response may not identify a relevant experience; if an experience is identified, there is minimal description of it. The response is minimally developed, with few specific examples or details provided.	There is little or no evidence of an organizational structure or of the logical grouping of ideas. If the response possesses paragraphs, they demonstrate little coherence or unity.	The language of the response is mostly unclear, and ideas are hard to comprehend. Response language has awkward or unclear sentences and word choice. Errors in grammar, usage, and mechanics may frequently be distracting and may significantly