

SUMMATIVE CONTENT TASK

Culminating Persuasive Essay

Standards

1. Identify the key parts of an introduction (e.g., hook, background, bridge, main claim) and explain their function and importance within the introduction structure.
2. Recognize an author's main claim and analyze the evidence an author uses to support their position on a topic
3. Develop and compose an introduction with a debatable main claim and other key parts (e.g., hook, background, bridge).
4. Support a main claim using evidence (e.g., direct quotes, paraphrasing, and textual analysis).
5. Develop and compose a conclusion that brings closer to the topic.
6. Produce a clear and coherent essay taking into account proper structure, organization, author's purpose, transitions, mechanics, and quality support.
7. Recognize writing as a process (e.g., drafting, editing, and revising) and apply these steps when producing a written piece of work.
8. Reflect on personal strengths and weaknesses within skill level and work produced to help develop a plan for future success.

Task

After our class discussion of some of the articles you had to read for homework it is clear that there is some disagreement about what should and shouldn't be read in high schools. Some believe that Shakespeare's plays are a prime example of literature and contain timeless, universal themes and topics that are relevant to young adult readers. Others believe that he is outdated, confusing and some of his plots, themes and the language he uses are inappropriate for young adult readers. As someone who has now been exposed to one of Shakespeare's "emotionally heavy" tragedies that touches on murder, mental health, suicide, revenge, plots and ploys etc. it's time for you to voice your opinion. What do you support? Pick one of the following to develop into an essay:

1. Shakespeare's plays are outdated and confusing.
2. Shakespeare's plays encompass inappropriate plots, themes and language for young adult readers.
3. Shakespeare's plays contain timeless, universal themes and topics that are relevant to young adult readers.

Use your knowledge of the play (and other's you've read by Shakespeare if applicable), its events, characters, and information presented in the articles support your point of view. Develop and compose a clear and coherent essay taking into account proper structure, organization, your purpose, transitions, mechanics, and quality support (including **at least two** textual citations from the articles per body paragraph).

***You will have a chance to peer edit drafts next week before being given some time to make changes and hand in a final copy. You should use the attached copy of the class-made rubric as a guide while writing. Before handing in your final copy you will receive a blank rubric and be able to assess yourself and your work.**

Rubric

*Would utilize class-made rubric from Process Task 3, criteria and descriptors may vary

Introduction			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4-5)
Hook	Hook doesn't entice a reader to keep reading	Hook somewhat entices a reader to keep reading	Hook effectively entices a reader to keep reading
Bridge and Background Information	Bridge and/or background don't help the reader gain a context for the paper and are not relevant	Bridge and/or background somewhat help the reader gain a context for the paper and are mostly relevant	Bridge and background helps the reader gain a context for the paper and are relevant to
Main Claim (x2)	The main claim is not debatable or doesn't give the reader a preview of the paper		The main claim is debatable and gives the reader a preview of the paper

Body Paragraph (B1, B2, B3)			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4-5)
Topic Sentence	Topic sentence doesn't state what the paragraph is going to be about	Topic sentence doesn't clearly state what the paragraph is going to be about	Topic sentence clearly states what the paragraph is going to be about
Evidence Used (x2)	Few pieces of evidence used support the topic sentence	Most pieces of evidence used support the topic sentence	All pieces of evidence used support the topic sentence
Inclusion of Textual Quotes	No textual quotes are used	Only one textual quote is used	Two textual quotes are used
Incorporation of Textual quotes (x2)	No introduction and/or explanation are provided with either quote		Both introduction and explanation are provided with both quotes
Analysis (x2)	Analysis doesn't help develop the argument of the paragraph	Most of the analysis helps develop the argument of the paragraph	All of the analysis helps develop the argument of the paragraph
Citations	No citations are given	Incorrect citations are given	Correct citations are given

Conclusion			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4-5)
Main Points	The main points are restated verbatim from introduction	Some of the main points are creatively restated	The strongest main points are mentioned
Closure (x2)	There is no sense of closure and/or new ideas are introduced	There is some a sense of closure and/or some new ideas are introduced	There is a sense of closure and no new ideas are introduced
Resounding Statement (x2)	The resounding statement is omitted or doesn't leave an impression on the reader	The resounding statement somewhat leaves an impression on the reader	The resounding statement leaves an impression on the reader

Overall Effect and Style			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4)
Conventions	Messy, illegible and a few mechanics errors	Neat and legible and/or mostly free of mechanics errors	Neat and legible and free of mechanics errors
Presentation and Organization	The mini essay is takes into account the proper structure but is confusing and lacks organization	The mini essay is clear and coherent taking into account the proper structure but lacks organization	The mini essay is clear and coherent taking into account the proper structure and organization

Comments:

Introduction ____

Body 1 ____

Body 2 ____

Body 3 ____

Conclusion ____

Overall Effect and Style ____

TOTAL POINTS ____