

TASK FIVE

Putting the Pieces Together: Drafting an Introduction, Body Paragraph and Conclusion

Standards

1. Develop and compose an introduction with a debatable main claim and other key parts (e.g., hook, background, bridge).
2. Support a main claim using evidence (e.g., direct quotes, paraphrasing, and textual analysis).
3. Develop and compose a conclusion that brings closer to the topic.
4. Produce a clear and coherent essay taking into account proper structure, organization, author's purpose, transitions, mechanics, and quality support.
5. Recognize writing as a process (e.g., drafting, editing, and revising) and apply these steps when producing a written piece of work.

Task

You've had practice writing, judging and assembling introduction, body and conclusion paragraphs in isolation. Now you will get the chance to put everything together and create a mini essay that will in some ways resemble the larger essay you will be required to complete at the end of the unit.

Choose one of the text-based prompts below to help you craft your main claim and the argument of your paper:

1. There have been several adaptations of *Hamlet* made for the screen. Select an actor or actress who you think would best portray one of the main characters in the play (e.g., Hamlet, Horatio, Claudius, Polonius, Ophelia, Gertrude). Build an argument for why this actor or actress would be best fit for this role based on what you know about them and the character they would be portraying.
2. Polonius has an interesting role within the play. He misinterprets several events, yet is still Claudius' main source for information. Do you think Claudius would have been better served with or without Polonius as his right-hand man? Explain your reasoning.
3. Pretend you are a relationship counselor, considering Ophelia's downward spiral throughout the play, do you believe her relationship with Prince Hamlet could have worked out? Explain your reasoning.

Once you have decided on your prompt and crafted your main claim then you can begin drafting your introduction. Pick one of your strongest support statements to develop into a body paragraph that includes textual citations from the play (**at least two**) and analysis elements. You may use your class notes, study guide and book to help locate support. Then wrap up your argument with a solid conclusion. This means there will be three paragraphs total.

Bring two drafts to class next week, we will be exchanging with a partner and practicing our peer editing skills. Use our class-made rubric as a guide as it will be how your peers will be assessing you. After you have made changes based on their feedback, I will be assessing the final draft using the same rubric.

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)
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			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4)
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)
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 ____

Conclusion ____

Overall Effect and Style ____

TOTAL POINTS ____