



Name \_\_\_\_\_

Instructions: Use this sheet to make notes and to organize your essay. This essay is due at the end of the next period and needs to be saved as your first and last name in (teacher share-Bigelow-your class period-Macbeth ESSAY folder). This essay is worth 20 points. You may use any notes, your evidence journal, the play, and your reference manual. Please format your paper using the model on page 47-55 of the reference manual.

Write a well-developed essay (to someone who is familiar with the play *Macbeth*) that explores who is responsible for Macbeth's fall (his choices, fate, the witches, his wife, etc.). You need to support your position with evidence from the play. You also need to explore why two opposing claims (counterclaims) are not valid. Your essay needs to include a well-developed claim and at least two counter-claims. Your paper should include the following:

- 1) An introduction that moves from general to specific.
- 2) A claim that answers the question and address opposing opinions.
- 3) First body paragraph should prove who/what you think is responsible (using at least two pieces of evidence-properly introduce and place quotes. Explain how each piece of evidence proves the point you are making).
- 4) A second body paragraph should refute a counterclaim. Explain what other people may think/believe is responsible for Macbeth's fall and then use at least two different pieces of evidence (properly introduce and place quotes. Explain how each piece of evidence proves the point you are making).
- 5) A third body paragraph that refutes a different counterclaim. Explain another position that people may hold and then proceed to refute it using at least two new pieces of evidence (properly introduce and place quotes. Explain how each piece of evidence proves the point you are making).
- 6) A conclusion that summarizes what you have proved and how you have proved it.

Note: Use all of the organizing and essay writing skills that you have learned. Start with a crystal clear claim/thesis. Make every paragraph count. You will be graded on how well you organize and write the essay and how well you demonstrate mastery of the text by citing evidence from throughout the book. There is a copy of the essay rubric on the back of this sheet.

Score	Required Components.
7-9	<ul style="list-style-type: none"> <li>• Introduction moves from general to specific, shows understanding of the complexity of the topic.</li> <li>• Strong claim, clearly developed and arguable, analytical, answers all aspects of the prompt, and followed by and organized and clear outline of supporting reasons.</li> <li>• Three body paragraphs (1 claim and 2 counterclaims) are properly written with a strong topic sentence that supports the claim.</li> <li>• Includes at least at least two substantial and relevant quotes in each body paragraph. These quotes tie in directly with the topic sentence.</li> <li>• Quotes are set naturally within the narrative of the paragraphs.</li> <li>• Quotes are followed with in-depth warrants which analyze and interpret. They do not summarize.</li> <li>• Conclusion paragraph reviews the major points of the claim and supporting reasons.</li> <li>• Is written in 3<sup>rd</sup> person, punctuates and cites correctly, and contains few grammatical errors.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Introduction contains “empty” sentences that chatter or are vague rather than actually introduce. May be disorganized.</li> <li>• Contains a claim that is vague or unfocused, one that may not answer the prompt but rather addresses parts of it. Supporting reasons follow, but they are unclear and vague or they are summaries.</li> <li>• Topic sentences are present, but do not sufficiently support the claim.</li> <li>• Quotes from the work, but the evidence presented may not actually fit the point being made</li> <li>• Quotes are improperly set into the narrative of the essay.</li> <li>• Warrants after quotes contain light analysis, but they mostly describe or summarize.</li> <li>• Conclusion either reviews the claim or supporting reasons, but not both fully.</li> <li>• Errors in sentence structure, informal voice, and/or grammar will be more serious and detract from the essay.</li> </ul>
2-4	<ul style="list-style-type: none"> <li>• Introduction may be short, incomplete, or may fail to properly introduce the material.</li> <li>• Claim will be simple, may hint at the prompt, but not answer or address it.</li> <li>• Paragraphs are simple and undeveloped, lacking strong topic sentences and may be short and lack analysis.</li> <li>• Quotes are merely mentioned, are poorly chosen, or are missing.</li> <li>• Some incorrect information is given in evidence and/or warrants.</li> <li>• No warrants or analysis given in body paragraphs or warrant does not analyze evidence presented.</li> <li>• Conclusion may short, incomplete, or off-topic.</li> <li>• Will have major spelling and/or grammar errors. May be written in 1<sup>st</sup> or 2<sup>nd</sup> person.</li> </ul>
0-1	<ul style="list-style-type: none"> <li>• Incomplete or inappropriate response.</li> <li>• Little understanding of the prompt conveyed.</li> <li>• Simply a summary of the book.</li> </ul>

### 20 Point Assignment

20	9= 100% <b>A</b>
18.4	8= 92% <b>A-</b>
17.2	7= 86% <b>B</b>
16.4	6= 82% <b>B-</b>
15.2	5= 76% <b>C</b>
14.4	4= 72% <b>C-</b>
13.2	3= 66% <b>D</b>
12.4	2= 62% <b>D-</b>
11.2	1= 56% <b>F</b>
0	0= 0%

