

## Authentic Task #7

Content Standard I. D. 1: Explain the theme in a text

Content Standard I. D. 2: Analyze how literary devices (such as indirect characterization, symbol, and conflict) contribute to a text's theme

Content Standard I. A. 7: Identify a tragic flaw in a tragic hero and analyze how it led to his/her downfall

Content Standard I. E. 1: Writes a clear topic sentence or thesis statement

Content Standard I. E. 2: Employs a pattern of organization in written work

Content Standard I. E. 3: Provides specific evidence (such as direct quotations) for claims

Content Standard I. E. 4: Analyzes evidence effectively

Content Standard I. E. 5: Explains clearly how the evidence supports the claim

Content Standard I. E. 6: Employs transitions to make connections among ideas

Content Standard I. E. 7: Uses appropriate writing formats: formal letter, diary, essay

Content Standard I. E. 9: Uses a variety of sentence structures avoiding fragments and run-on sentences

Content Standard I. E. 10: Demonstrates effective paragraph structure

Content Standard I. E. 11: Uses MLA format for in-text documentation and Works Cited

Content Standard I. E. 12: Demonstrates correct grammar, usage, and mechanics

Task: You have been asked to write an essay for a forthcoming book which examines why some leaders fail. As a literary scholar, you have decided to use your knowledge of the leaders portrayed in *The Tragedy of Julius Caesar* for your essay. In your essay you need to do the following:

- Identify the most serious tragic flaw in Julius Caesar, Brutus, or Cassius.
- Analyze how the tragic flaw led to the character's downfall.
- Evaluate the character's decisions based on his characterization and tragic flaw.
- Explain the theme that the life and death of your tragic hero creates.

Your essay should be a minimum of five paragraphs in length and should include at least two direct passages from the text in each body paragraph, with in-text documentation and a Works Cited page.

Criteria:

- Correctly identifies a tragic flaw for the character chosen
- Analyzes the tragic flaw and explains how it caused the character's downfall
- Explains a theme created by the tragic hero's life and death
- Includes a clear thesis statement
- Uses a logical organizational pattern in the essay
- Provides specific evidence (direct quotations) to support claims
- Analyzes evidence
- Explains how evidence supports claim
- Includes transitions among paragraphs
- Uses a variety of sentence structures
- Demonstrates proper paragraph format
- Include in-text documentation and a Works Cited page
- Uses correct grammar, usage, and mechanics throughout the essay

Tragic Hero Analysis Essay  
Rubric

| Criteria:   | Excellent<br>4-5 points   | Good<br>2-3 points  | Poor<br>0-1 point  |
|---|---|---|--|
| <u>Content</u><br>Correctly identifies the tragic flaw of the character | Tragic flaw is correctly identified for the character   |   | Tragic flaw is incorrectly identified for the character  |
| Analyzes the effect of the tragic flaw on the character<br>X2           | Analysis of tragic flaw is thorough and insightful  | The effect of the tragic flaw on the character is analyzed                          | Analysis of the tragic flaw is misguided or incomplete   |
| Explains how the tragic flaw led to the character's downfall<br>X2      | Explanation is well-developed and shows clear relationship between the flaw and the downfall of the character | Explanation shows relationship between the tragic flaw and the character's downfall | Explanation does not show relationship between the tragic flaw and the character's downfall, or explanation is missing |
| Identifies and explains a theme created by the tragic hero<br>X2        | Theme is clearly identified and thoroughly explained  | Theme is identified and explained   | Theme is not identified, or if identified, it is insufficiently explained  |
| <u>Format</u><br>Includes a clear thesis statement                      | Thesis statement is clear and gives focus to the essay  | Thesis statement is evident   | Thesis statement is unclear or missing   |
| Demonstrates a logical pattern of organization throughout the essay     | Essay is meticulously organized throughout  | Essay demonstrates an organizational pattern  | Essay has little to no organization  |
| Includes two direct quotation in each body paragraph<br>X2              | Every body paragraph includes two or more quotations from the text  | Every body paragraph includes quotations from the text                              | Quotations not used in every body paragraph  |
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| Includes transitions among ideas   | Transitions are smooth and logical   | Transitions are evident  | Transitions are missing or unclear                                 |
| Uses a variety of sentence structures avoiding fragments and run-on sentences            | Excellent variety of sentence structures, no fragments or run-ons                | Some variety of sentence structures, few if any fragments or run-ons   | Little sentence variety, includes fragments and run-ons            |
| Uses good paragraph structure  | Paragraph structure is sound and enhances overall organization                   | Essay is written in paragraph form   | Essay does not use proper paragraphing                             |
| Documents all quotations with MLA format for in-text documentation and Works Cited<br>X2 | All quotations are correctly documented with in-text documentation & Works Cited | All quotations are documented with in-text documentation & Works Cited, a few minor flaws in format possible | Some or all quotations are undocumented, or format is incorrect    |
| Demonstrates correct grammar, usage & mechanics throughout the essay                     | No distracting errors in grammar, usage & mechanics                              | A few minor errors in grammar, usage, & mechanics  | Errors in grammar, usage, & mechanics are numerous and distracting |

Comments:

Total \_\_\_\_\_/85