

Tragic Hero Essay Exam

Julius Caesar

Standards:

5. Student will be able to write a clear claim stating a specific position on a topic.
6. Students will produce supporting reasons to back up a claim.
7. Students will provide evidence to support a claim.
8. Students will be able to apply the persuasive appeals (ethos, pathos, logos).
9. Students will be able to use a counter-argument to address another point of view within an argument.
10. Students will include an introduction that draws in the reader, provides brief background information, and states a thesis or claim.
11. Students will create an ending or conclusion that provides closure on the topic.
12. Students will be able to use effective transitions when moving between ideas.
13. Students will be able to use a structure that fits a type of writing (e.g., narrative, expository, persuasive).

Task:

After reading the play, do you think Brutus or Caesar is the *tragic hero*? Defend your claim with supporting reasons using specific evidence from the play. Remember, a tragic hero is someone with good intentions, strength, and the ability for success, but who also has a weakness or makes a mistake that leads to their downfall/death. So, be sure to include that character's positive attributes and *tragic flaw(s)* as part of your argument.

You may use your study guide, notes, and any notes from class to help you.

Criteria:

- an appropriate introduction of your ideas, clearly stating the tragic hero
- at least 3 supporting reasons for why that person is the tragic hero
- 1 specific piece of evidence from the text for each reason
- effective use of at least 2 of the appeals (ethos, pathos, logos) to help with persuasion
- a counter-argument that addresses the other side of the topic
- a conclusion that provides closure on your position
- effective transitions between paragraphs
- separate your ideas into well developed paragraphs
- sentences written clearly

Rubric:

Criteria	Wt.	3	2	1	Total
<i>Introduction</i>		-includes an effective attention getter, brief background, and claim	-one of the introduction elements is incorrect or missing	-two or more of the introduction elements is incorrect or missing	
<i>Claim</i>		-states a clear position on the topic	X	-does not state a clear position on the topic	
<i>Supporting Reasons</i>	X3	-at least 3 supporting reasons are given	-2 supporting reasons are given	-1 or no supporting reasons are given	
<i>Supporting Evidence</i>	X3	- sufficient evidence given for each reason	-sufficient evidence given for 2 reasons	-sufficient evidence given for only one reason or no evidence provided	
<i>Counter-argument</i>		-counter argument clearly addresses another point of view	-counter argument attempts to address another point of view, but lacks clarity	-no counter argument present	
<i>Persuasive Appeals (ethos, pathos, logos)</i>	X3	-at least 2 of the persuasive appeals are used effectively	-only 1 appeal is used effectively	-no appeals are present	
<i>Conclusion</i>		-provides clear closure of ideas	-provides some closure of ideas, but is not entirely clear	-closure is attempted, but is confusing most of the time	
<i>Transitions</i>		-effective transitions are used between all paragraphs	-effective transitions are used in some paragraphs	-effective transitions used rarely or not at all	
<i>Organization</i>	X2	-all ideas are separated into paragraphs and developed appropriately for writing structure	-some ideas are separated into paragraphs and developed appropriately for writing structure	-no separation or little development of ideas for this writing structure	
<i>Writing Clarity</i>	X2	-most sentences are written clearly to get message across	-sentences are sometimes difficult to understand	-sentences are frequently unclear, making message difficult to understand	

Comments:

Total: _____/51