**Who is the ideal hero?**

**Choose one the texts that you’ve read and argue that the character/person in that text is the ideal**

**hero.**

* + What are his/her character traits? Which ones make him/her more heroic? Why?
	+ Is your character flawed? Does he/she make mistakes? If so, why don’t these flaws make him/her less heroic?
	+ What is his/her goal and motivation?
	+ How difficult are the conflicts the character faces?
	+ How does the character respond to conflict?
	+ How does this character help others? How much does this character help others?
	+ How much help does she/he receive?

You do not have to answer all of these questions, but they should provide a starting point for you to think of at least three reasons why your character/person is the ideal hero.

**You introduction must…**

* briefly summarize describe which two people characters you will be discussing.
* Have a thesis/focus statement that clearly answer the question.

**The body of your essay…**

* + Must have three paragraphs.
	+ Each paragraph must focus on one reason one of your character/person is the ideal hero.
	+ Should have ***at least*** three quotes with page numbers. You should ideally aim for one quote a paragraph if possible.
	+ Present and refute a counter argument. Consider an argument someone might use against you and explain why it is in invalid. In other words, consider why someone might argue that your character/person is not a hero and explain why that argument is wrong.

**You conclusion must…**

* + Briefly restate your thesis/focus statement and summarize your three reasons.
	+ Have a “So What?” Broaden your thesis to the real world.

**Ideas for starting a counter argument…**

* + Even though some might argue that \_\_\_\_\_\_ is not heroic because \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_
	+ While some might argue \_\_\_\_\_\_\_ is not heroic because \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Despite \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_ is still more heroic because \_\_\_\_\_\_\_\_\_\_\_
	+ Although \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_ is still more heroic because\_\_\_\_\_\_
	+ Some might say \_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_
	+ While some might argue \_\_\_\_\_\_\_\_\_\_\_\_, they forget that the text says, \_\_\_\_\_
	+ Certainly it could be said that \_\_\_\_\_. While this is a good point\_\_\_\_\_\_ it fails to account for \_\_\_\_\_\_\_\_\_\_\_\_.

**CHALLENGE**

 **(You do not have to do this. This is for students who opt for a greater challenge. It will not be worth more credit or extra points. Your goal is to improve YOUR writing, not to be better than another student or to simply get an A.)**

Choose two characters/people you read about in this unit. Who is more heroic? Your task it to

write a persuasive essay in which you **argue that one of these two people/characters is more**

**heroic than the other**.

* + What are their character traits? Which ones make him more heroic?
	+ Is one of the characters flawed? How does that make him more heroic or less?
	+ What are their goals and motivations? How do the characters’ goals and motivations make them more or less heroic?
	+ How difficult are the conflicts the characters face?
	+ How do the characters respond to conflict?
	+ How do these characters help others? How much do these characters help others?
	+ How much help does she/he receive?
	+ Do these characters make mistakes? Do those mistakes make them more or less heroic?

You do not have to answer all of these questions, but they should provide a starting point for you to think of at least three reasons why one character is more heroic than the other.

**You introduction must…**

* briefly describe which two people characters you will be discussing.
* Have a thesis/focus statement that clearly states your argument and takes a stand.

**The body of your essay…**

* + Must have three paragraphs.
	+ Each paragraph must focus on one reason one of the people/character is more heroic.
	+ Should have ***at least*** three quotes with page numbers. You should ideally aim for one quote a paragraph if possible.
	+ Present and refute a counter argument. Consider an argument someone might use against you and explain why it is in invalid. In other words, consider why someone might argue that the other person is more heroic and explain why our chosen hero is still the best.

**You conclusion must…**

* + Briefly restate your thesis/focus statement and summarize your three reasons.
	+ Have a “So What?” Broaden your thesis to the real world.

**Ideas for starting a counter argument…**

* + Even though some might argue that \_\_\_\_\_\_ is not heroic because \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_
	+ While some might argue \_\_\_\_\_\_\_ is not heroic because \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Despite \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_ is still more heroic because \_\_\_\_\_\_\_\_\_\_\_
	+ Although \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_ is still more heroic because\_\_\_\_\_\_
	+ Some might say \_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_
	+ While some might argue \_\_\_\_\_\_\_\_\_\_\_\_, they forget that the text says, \_\_\_\_\_
	+ Certainly it could be said that \_\_\_\_\_. While this is a good point\_\_\_\_\_\_ it fails to account for \_\_\_\_\_\_\_\_\_\_\_\_.

**Argument Writing Checklist**

**Introduction:** What’s the problem? **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| **Context**: Describe the situation. Who? What? When? Where? What is the problem in this situation? What decisions will have to be made? This would be a good time to define any terms your reader will need to know. (If your persuasive is related to a text, this is the time you’ll need to summarize it.) |  |  |  |
| **Thesis**: State your position ***clearly*** in the last sentence of the introduction and ***maintain*** this position throughout the essay. What are you trying to persuade the reader to think? |  |  |  |

 **Body Paragraph 1:** Why should I believe you? h rgument nragraph **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic Sentence** **and Main Idea:** Each body paragraph begins with a topic sentence that states an argument to support your thesis. All sentences in the paragraph relate to this main idea.  |  |  |  |
| **Context:** If you quote a text, you need togive a bit of background information so that someone who hasn’t read it can still follow. What was happening in the book right before your evidence? Who was speaking? What had just happened? (Who, when, where, what) |  |  |  |
| **Evidence:** Provides *strong*, evidence to support the argument you’re making in this paragraph (anecdote, fact, statistic, expert opinion, **quotes from text**). If you quote a text, there is enough context so that someone who hasn’t read it can still follow and understand it. (who, what, when, where, why, how.) |  |  |  |
| **Elaboration: Explain** how the evidence proves your point and supports your focus/thesis statement. Why is the evidence important? Provides thoughtful and insightful analysis. (Make sure you also explain how your topic sentence supports your *thesis.)*  |  |  |  |

**Body Paragraph 2:** Why should I believe you? h rgument nragraph **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic Sentence** **and Main Idea:** Each body paragraph begins with a topic sentence that states an argument to support your thesis. All sentences in the paragraph relate to this main idea.  |  |  |  |
| **Context:** If you quote a text, you need togive a bit of background information so that someone who hasn’t read it can still follow. What was happening in the book right before your evidence? Who was speaking? What had just happened? (Who, when, where, what) |  |  |  |
| **Evidence:** Provides *strong*, evidence to support the argument you’re making in this paragraph (anecdote, fact, statistic, expert opinion, **quotes from text**). If you quote a text, there is enough context so that someone who hasn’t read it can still follow and understand it. (who, what, when, where, why, how.) |  |  |  |
| **Elaboration: Explain** how the evidence proves your point and supports your focus/thesis statement. Why is the evidence important? Provides thoughtful and insightful analysis. (Make sure you also explain how your topic sentence supports your *thesis.)*  |  |  |  |

**Body Paragraph 3:** Why should I believe you? h rgument nragraph **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic Sentence** **and Main Idea:** Each body paragraph begins with a topic sentence that states an argument to support your thesis. All sentences in the paragraph relate to this main idea.  |  |  |  |
| **Context:** If you quote a text, you need togive a bit of background information so that someone who hasn’t read it can still follow. What was happening in the book right before your evidence? Who was speaking? What had just happened? (Who, when, where, what) |  |  |  |
| **Evidence:** Provides *strong*, evidence to support the argument you’re making in this paragraph (anecdote, fact, statistic, expert opinion, **quotes from text**). If you quote a text, there is enough context so that someone who hasn’t read it can still follow and understand it. (who, what, when, where, why, how.) |  |  |  |
| **Elaboration: Explain** how the evidence proves your point and supports your focus/thesis statement. Why is the evidence important? Provides thoughtful and insightful analysis. (Make sure you also explain how your topic sentence supports your *thesis.)*  |  |  |  |

**Counter argument:** Change their minds! **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| **Counter argument and rebuttal:**  Present an argument that someone might use **against** you—don’t stop there though! Then rebut their argument. In other words explain why this argument is wrong and shouldn’t be used against you! Prove you’re still right!  |  |  |  |

**Conclusion:** How are you going to wrap it up?  **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| **Restate and summarize:** Summarize your arguments and restate you thesis. |  |  |  |
| **Big Picture:** Make a call to action. What should the reader DO after reading your essay? Vividly describe what will happen if what you suggest doesn’t happen. |  |  |  |

**Organization:** Where does everything go? **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| **The order of the body paragraphs** show a clear progression of ideas. The order makes sense and end the essay with a strong point. The counter argument is placed effectively.  |  |  |  |
| **Each paragraph has a clear focus**. Each argument should have its own paragraph. Don’t try to discuss different arguments in the same paragraph.  |  |  |  |
| **The order of details in each paragraph** makes sense. The paragraph has a beginning, middle and end. It is logical and easy to follow.  |  |  |  |

**Voice:** What does it sound like? **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| **Uses strong, persuasive words** (i.e. *horrendous* is stronger than *bad*) Word choice is also appropriate for the audience. Don’t use “I think” or “I believe” when writing a persuasive essay.  |  |  |  |
| **Uses transition** words (*After, one day, since, etc*.) to help the writing flow. It’s especially helpful to begin topic sentences with transitions like “One reason,” or “On the other hand” |  |  |  |
| Uses a **variety of sentence structures** (simple, complex, compound etc.) Don’t start every sentence the same way! Try to avoid starting any sentence with “This shows.” |  |  |  |

**Conventions:** Did you remember to proofread?  **Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| Uses capital letters where needed (at the beginning of a sentence, proper nouns) |  |  |  |
|  Every sentence has correct punctuation.  |  |  |  |
|  Every sentence is complete and makes sense. (no run-ons or fragments or subject verb agreement errors!) |  |  |  |
|  Spelling is correct. Watch out for (their, there, they’re; know, no; your, you’re)  |  |  |  |