Name:

*Macbeth* In-Class Essay

**Choose one of the following topics and write a formal literary essay thoroughly examining the topic.**

1. How does Macbeth and Lady Macbeth’s relationship change throughout the play. Discuss how it begins, how/why it changes in the middle of the play, and what their relationship is like at the end of the play. (Make sure you are creating an argument about how/why their relationship changes, and not just proving that it changes)
2. Why did Macbeth end up where he is—was it external influences, or his own free will? Focus on three significant events and explain how they led to his downfall.
3. How did conscience determine the outcome of 3 different characters in the play? Create an argument about the effects of one’s conscience and focus on 3 characters that prove this argument.

**Success Criteria:**

* Effective introduction that introduces the topic, the text and author, and ends with thesis statement
* Strong, argumentative thesis that can be argued against with a clear direction indicating your 3 points
* 3 body paragraphs that effectively support your thesis
  + 3 points in each that clearly demonstrate different aspects of your topic sentence
  + 3 specific examples to prove your points (1 for each point) – should be quotations, but the odd one can be a description
  + 3 explanations that clearly explain how your proof supports your thesis
  + Topic and concluding sentences that establish the overall point for the paragraph and link back to your thesis
  + Clear transitions between ideas and at the beginning of each paragraph
* MLA citation for quotations
* Quotations properly integrated into sentences
* Effective conclusion that restates thesis, summarizes points, and ends with a general statement
* Whole essay works together to effectively support thesis
* Formal, academic language – no slang, personal pronouns, contractions – elevated diction

**Outline:**

|  |  |
| --- | --- |
| Thesis: | First Paragraph  Topic:  Point 1:  Point 2:  Point 3: |
| Second Paragraph  Topic:  Point 1:    Point 2:  Point 3: | Third Paragraph  Topic:  Point 1:  Point 2:  Point 3: |

**Rubric:**

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| --- | --- | --- | --- | --- |
|  | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge/ Understanding | -Demonstrates limited understanding of play and theme  -Demonstrates limited understanding of form of essay | -Demonstrates some understanding of play and theme  -Demonstrates some understanding of form of essay | -Demonstrates considerable understanding of play and theme  -Demonstrates considerable understanding of form of essay | -Demonstrates thorough understanding of play and theme  -Demonstrates thorough understanding of form of essay |
| Thinking/ Inquiry | -Thesis is somewhat clear  -Points are irrelevant, insignificant, or do not defend thesis  -Supports thesis with limited specific evidence and reasons  -Chooses quotations | -Clear thesis  -Points are somewhat well-chosen  -Supports thesis with some specific evidence and reasons  -Chooses somewhat appropriate quotations | -Clear, insightful thesis  -Well-chosen points to defend thesis  -Supports thesis with specific evidence and reasons  -Chooses appropriate quotations | -Clear, insightful and thought-provoking thesis  -Insightful and effectively-chosen points to defend thesis  -Effectively supports thesis with specific evidence and reasons  -Chooses very effective quotations |
| Communication | -Explains how evidence and reasons support thesis with limited clarity  -Uses inappropriate diction and/or limited vocabulary  -Quotations are integrated into sentences with many errors  -Many, spelling, grammar, and/or punctuation errors | -Explains how evidence and reasons support thesis with some clarity  -Uses somewhat appropriate diction and vocabulary  -Quotations are integrated into sentences with some errors  -Some, spelling, grammar, and/or punctuation errors | -Clearly explains how evidence and reasons support thesis  -Uses appropriate diction and vocabulary  -Quotations are integrated into sentences with few errors  -Few, spelling, grammar, and/or punctuation errors | -Clearly and effectively explains how evidence and reasons support thesis  -Uses elevated diction and well-chosen vocabulary  -Quotations are effectively integrated into sentences  -Very few, spelling, grammar, and/or punctuation errors |
| Application | -Essay is somewhat organized | -Essay is organized | -Essay is logically organized to clearly support thesis | -Essay is organized effectively to clearly support thesis |