English IV
C. Hightower

Beowulf Summative Assessment 1-2

Standards
- **ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.
- **ELACC11-12RL2:** Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **ELACC11-12W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ELACC11-12W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **ELACC11-12W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **ELACC11-112L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **ELACC11-12L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing Prompt
An epic is a long narrative poem that relates the great deeds of a larger-than-life hero, the epic hero, who embodies the values of a particular
society. While the story of an epic hero begins in the middle of things, he must embark on a long journey or pilgrimage for a specific purpose,
he has some talent or benefit that sets him apart from the common man, he uses unusually powerful weapons, and he must complete a difficult
task on his own.

Is Beowulf an epic hero? In a well-developed essay, support or refute the idea that Beowulf is an epic hero. Your essay should use textual evidence
to examine at least three of the epic hero characteristics.

Task/Due
Introduction
Thursday, September 12/Friday, September 13 (Points on Rubric)

Outline
Thursday, September 12/Friday, September 13 (Points on Rubric)

Rough Draft
Monday, September 16/Tuesday, September 17 (Points on Rubric)

Final Draft
Wednesday, September 18 (Late work only submitted after Parental Contact/Response; then, student's responsibility to submit/Penalty of Ten Points for each date late)

Writing Process
STEP ONE: Analyze the writing prompt. Is the purpose to describe, persuade, inform, narrate, or entertain? Who will read your essay? What is the topic? Think of your thesis statement.
STEP TWO: To organize your thinking and gather support for your details, fill in the graphic organizer with specific examples, textual evidence, from *Beowulf*. Write numbers to the side to show the strongest arguments.
STEP THREE: Outline
  I.   Introduction. Hook and Background Information.
          A. Attention Getter - taken from "Where Have All Our Heroes Gone"
          B. Transition/Define Epic Hero
          C. Beowulf Background
          D. Thesis Statement

II. Body. Characteristic 1. _____
          Textual Evidence
          A.
          B.
          C.
III. Body. Characteristic 2. _____
          Textual Evidence
          A.
          B.
          C.
IV. Body. Characteristic 3. _____
          Textual Evidence
          A.
          B.
          C.
You can add additional body paragraphs here.
V. Conclusion. Wrap up. Refer to Thesis again.

DRAFTING
STEP FOUR: Write your introduction.
Hook: This is a catchy sentence such as a question, quotation, anecdote, insightful statement, definition, fact or figure, or reference to a famous person. Its purpose is to entice your reader to read on.
Background Information: What does your reader need to know so he or she can understand your thesis statement and the content of your essay?
Thesis statement: This is the main idea of the essay and is usually one sentence. It is a restatement of subject of the writing prompt explaining your reasons or details in the order you will write about them in your essay.

Example: Beowulf epitomizes the epic hero. He took a long journey, he has strength beyond an ordinary person, and he completed a difficult task on his own.

STEP FIVE: Write your body paragraphs and conclusion, following your outline.