MAKE SURE TO READ ALL DIRECTIONS AND RUBRIC ON BACK

Sidell/11th grade American Literature February 28, 2018

In-Class Timed Writing Essay: Understanding McCandless

* Connecting one’s spirit to the simple beauty of nature is the life of a Transcendentalist. In 1990, Christopher McCandless abandoned his comfortable life and began developing his own ideas about the world. Throughout his travels in the wild, McCandless adopted beliefs very similar to members of the transcendentalist movement of the mid-1800s. In Jon Krakauer’s updated article of September 12, 2013, he says that thousands of people wrote to him admiring Chris “for his rejection of conformity and materialism in order to discover what was authentic and what was not, to test himself, to experience the raw throb of life without a safety net.” However, he also received “plenty of mail from people who think he was an idiot who came to grief because he was arrogant, woefully unprepared, mentally unbalanced, and possibly suicidal.”

Perhaps you strongly agree with one side or the other, or maybe you are somewhere in the middle. Using your chart, “Characterization of Chris McCandless,” write an argumentative essay which answers the ***prompt:***

***\*\*Was Chris McCandless arrogant and stupid in his journey into the wild, or was he courageous and wise, or was he a little of both?\*\****

Write a 4-5-paragraph essay, including intro with thesis, 2-3 bodies, and conclusion, with at least four lines of text per paragraph.

Use ***three*** quoted sentences from your charts as evidence with citation and page number (example: Krakauer 99). You must also have a counter-argument in the last paragraph before the conclusion. Be sure to explain WHY your quotes support your thesis. (Do not just use the quotes to explain your theory.)

Do not repeat the thesis in the conclusion; rather, use your knowledge and evidence to write a “so-what?” paragraph, i.e. what lessons are learned by Chris’s adventures? or what is the purpose of knowing about his life?

Use relevant transitions for each paragraph.

Do NOT use first person pronouns

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: 2 3 (circle one)

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| Essay Rubric using Textual Evidence Sidell INTO THE WILD 11TH GRADE AMERICAN LIT February 28, 2018 | | | | |
| CATEGORY | 21-25 - Above Standards | 16-20- Meets Standards | 11-15- Approaches | 0-10- Below Standards |
| **Thesis Statement, Intro, Conclusion** | Thesis statement provides a clear, strong response to prompt in the last line of the intro, intro contains delineated and thoughtful reasons that support it, conclusion convincingly answers “so what?” | The thesis statement provides a clear response to the prompt in the last line of the intro, intro contains delineated main ideas. Conclusion is evident. | A thesis statement is present, but does not make the author's opinion clear, or there is no delineation of main reasons or conclusion is weak. | There is no thesis statement or  no clear delineation of main  ideas or reasons supporting  the statement or has nothing  to do with the prompt  or there is no clear conclusion. |
| **Body: Evidence &**  **Explanation** | At least three strong examples of textual evidence relevant to the prompt with citations, detailed explanations. Counter argument is effective with relevant evidence. Answers the prompt. | At least three examples of evidence specific and relevant to prompt with citations, some explanation is given; textual evidence is used in each paragraph. Counter argument is relevant. Answers the prompt. | Evidence is relevant to the prompt but there are less than two examples of textual evidence or evidence is not explained, or counter argument weak or the prompt is not addressed | Evidence and examples are  NOT relevant to the  argument or are not explained or  there is weak or no textual  evidence or no counter argument  or the prompt has not  been addressed |
| **Sequencing &**  **Transitions** | Prompt support is provided in a logical order that makes it easy and interesting to follow. 500 words or 4 paragraphs of 4-5 varied sentences with *effective* transitions between paragraphs | Prompt support is provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought. There are less than four body paragraphs or 3 sentences or less than 500 words and effective transitions | A few of the support details are missing or the essay does not make sense as written or less than 3 body paragraphs or less than 400 words or zero or senseless transitions | There is no support for the  prompt, distracting the  reader and making the essay  very confusing. Paragraphs  are incomplete or no  transitions or very little text. |
| **punctuation, grammar, spelling, structure,**  **capitalization,**  **1st person**  **pronouns** | Author makes less than 2 errors in capitalization, grammar, sentence structure, spelling or punctuation, so the essay is pleasant to read. Does not use first person pronouns | Author makes 3-6 errors in capitalization, grammar, spelling, sentence structure or punctuation, but the essay is still easy to read.  Does not use first person pronouns | Author makes a few errors in capitalization, grammar, spelling, structure or punctuation that *may or may not* interrupt the fluency or uses 1st person pronouns | Author makes *several* errors  in capitalization, grammar,  spelling, structure, or  punctuation that interrupt  the fluency or uses first person  pronouns |

Total:

Comments: