**Essay-Debate Through Poetry**

In this poetry unit, we have studied poems that deal with controversial topics.

Your task is to write an argumentative paper that persuades the reader of your position.

You must gather evidence from **the poem** and **at least 3 credible outside sources**.

You will be using **proper MLA Citation.**

When looking at the poem, you can examine:

-The content/plot. What was the outcome?

-What was the character’s motives?

-What effect does reading the poem have on the reader? Think about poetic

-Techniques/imagery, sound, and organization.

-Theme!!!!

When looking at outside sources, you can examine:

-History

-Current events

-Scientific Research

-Case Studies

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| Poet | Poem | Question |
| Robert Browning | “My Last Duchess” | As a society, have we come far enough as far as women’s rights? |
| Buffy Sainte-Marie | “Universal Soldier” | Is the individual or the government more responsible for going to war? |
| William Carlos William | “The Crowd at the Ball Game” | Do we have more power for growth/good or destruction/evil? |

You may come and discuss an alternative poem and theme that you wish to pursue. However, you must have teacher approval first.

Rubric

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| 6 –Superior: Consistent and highly effective work; superior attempt; exceeds standard; original and insightful; all instructions are followed meticulously  5 –Strong: Effective work; great attempt; above standard, strong analysis and making connections; instructions are complete  4 –Good work: Reasonably effective work; fair attempt; grade level; mostly a summary; most of the instructions are followed  3- Developing: partially correct; passable; developing in understanding; most of the instructions are followed, but a few are missing  2 - Awareness Evident: Moderately effective work; some attempt; approaching standard  1 Ineffective work; little or no attempt; incomplete |

Content: 1 2 3 4 5 6 \*2 = /12

* The writer captivates and holds the reader’s interest
* The writer’s purpose is clear and sustained
* The ideas used by the writer are carefully chosen and insightful
* Supporting details are precise and creative
* The writing is on-topic and responds to the assignments throughout the writing

Organization: 1 2 3 4 5 6 \*2 = /12

* The introduction is purposeful and interesting and it clearly establishes an appropriate focus that is sustained
* Events and/or details are arranged in paragraphs in an effective order and coherence is maintained
* Transitions effectively connect events and/or details within sentences and between paragraphs
* Closure is effective and purposeful

Sentence Structure: 1 2 3 4 5 6 = /6

* Sentence structure is effectively and consistently controlled
* Sentence type and sentence length are consistently effective
* Sentence beginnings are consistently varied

Vocabulary: 1 2 3 4 5 6 = /6

* Words and expressions are used accurately and deliberately to fulfill the writer’s purpose
* Specific words and expressions are used to create vivid images or enrich details
* The writer’s voice/tone is confident and it enhances the meaning

Conventions: 1 2 3 4 5 6 = /6

* The quality of writing is enhanced because it is essentially error-free