*Frankenstein* Summative Essay-Retake/Redo/Revision

On multiple occasions, we have discussed, “Just because you can, doesn’t mean you should.” This is a dominant idea in *Frankenstein*, especially after finishing the text. Some say Victor was correct in building the progeny as he learned a valuable life lesson and was able to teach this lesson to Walton and the reader. However, others argue that he shouldn’t have created the progeny because of the pain it caused to multiple people. Your challenge now is to take a stand and decide **if Victor should have created the progeny.** Justify your response in a persuasive essay written in third person, double spaced, formal language. Be sure to cite specific text evidence to support your decisions and craft your arguments using strong diction and grammar control.

**Here were the most common errors from the juniors in the past:**

1. Many transitions were lacking or misleading or ineffective…think about the purpose of the paragraph you are about to write and how it is related to the previous paragraph, then choose an appropriate transition, ideally a transitional sentence, not just a basic, elementary transitional phrase like “In addition.”
2. There was not an abundant amount of specific evidence…cite evidence from at least three of the texts mentioned above; Frankenstein needs to be one of them. Each body paragraph needs at least one detail from the text to show proficiency in the “support/evidence” learning target
3. Punctuate text titles correctly: Frankenstein (if you are hand-writing it)
4. Topic sentences should have three parts: transition (hopefully a complex sentence and not an elementary first trimester transitional phrase), thesis idea (Victor should not have built the progeny) and reason (Victor experienced pain from it)
5. Your structure should have been: intro, pro #1, counter-argument, rebuttal, pro #2 and conclusion
6. Be specific in your word choice. Use zero grave yard words. Add adjectives and adverbs to make your writing more engaging.
7. List the two pro argument reasons in your introduction.
8. Everything that happened in the text is in the past. Show tense agreement by having all text actions in past tense. “Victor chose” or “Progeny was asking”
9. Yes, it is important to mention text details to prove each topic sentence and eventually your thesis. However, several students just summarized the text. This was a persuasive essay that asked you to prove a thesis, not an expository text that asked you to paraphrase. Summarizing is not thesis proving.
10. Make sure your counter argument isn’t too strong. Use “soft words” like “it is possible that” or “some may say”
11. **TADa = How exactly do the examples prove the topic sentence and, as a result, the thesis? Start a sentence with a cause and effect transition and make it clear how the specific text evidence proves that topic sentence true. Please, for the love of everything that is sacred in this world, add 2-4 sentences at the end of each body paragraph that explain how the examples in the paragraph depict how the topic sentence (and thesis) is true.**

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| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Position** = Did I take a clear position on the issue? Did I prove a **thesis**? | **I can make my** position very clear beyond teacher expectations. My reader is completely convinced my position is true in a profound way. | **I can make my** position clear consistently. My reader is pretty certain my position is true. My argument is apparent and believable. | I can make my position fairly clear. My reader is partially convinced my position is true. Some aspects of my claim are confusing or unclear. | **I struggle to make my position obvious.** My reader is not convinced my position is true. I require teacher assistance to provide a clear claim. |
| **4.0 specifics** | **The final “bread” sentences are thorough, clear and accurate. They make it clear precisely how the examples prove the thesis. Also, the arguments are unique, mature and involve you make inferences on your own or creating new ideas that we did not discuss in class.** | | | |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to  make my thesis **obviously**  true beyond teacher  expectations; my  transitions are **smooth,**  **mature, varied &artistic.** | I can structure ideas to  **make my** thesis true  consistently; my transitions  are **clear, obvious and**  **useful** on a consistent  basis | My structure **implies** that  my thesis true; **some of my**  transitions help move  between ideas.My reader  has to infer my flow of  ideas. | My structure is **confusing**  and/or **misleading; my**  transitions are **lacking or**  **ineffective**. I require  teacher assistance to  organize my thoughts. |
| **4.0 specifics** | **All six paragraphs are present. Introduction is captivating and encourages reader to read more. Transitions are not predictable &**  **basic (such as “However,”) but are mature and complex (such as “While it may appear that “nothing means zero,” it reality…”)** | | | |
| **Support** = Did I use accurate and relevant **evidence** to support claims and/or counter claims? | I can use an **abundance** of  evidence that is **reliable,**  **specific, relevant,**  **unbiased** & directly proves  my thesis beyond teacher  expectations. | I can use a supply of  evidence that is **respectable,**  **specific, useful, unbiased**  and proves the thesis. I do  this consistently for every  argument/reason. | Some evidence I used is  **helpful, relevant, unbiased**  and works to prove the  thesis. I am sometimes  inconsistent or inaccurate  with my argument support | I used little to no evidence;  it is **unreliable, vague,**  **irrelevant, biased**,  plagiarized and/or doesn’t  directly prove the thesis. I  require teacher help to show  evidence for arguments |
| **4.0 specifics** | **Evidence isn’t just abundant, but actually justifies the claim in the topic sentence. Also, words from the text are cited;**  ***Frankenstein* words are used as clear support for the arguments being made in each paragraph.** | | | |
| **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax** | **I can** use **artistic** &  **accurate** authorship  through **specific, mature**  word choice and syntax. | **I can** use **satisfactory** &  **consistent** authorship by  using **specific** words &  syntax. | **I can only** use  **inconsistent** authorship  by using **vague** words and  **basic, predictable** syntax. | **I can only** use **poor**  authorship by using  **inaccurate, immature,**  **weak** words & syntax. |
| **4.0 specifics** | There are zero “grave yard” words and/or variations of them: things, stuff, good, bad, etc. Adjectives and adverbs are abundant, appropriate and are never repeated.  Also, vocabulary words that we discussed in class are used effectively without sounding “forced” into the essay. The rebuttal topic sentence is a complex sentence. | | | |
| **Produce writing** that follows convention: **grammar**,  punctuation, & mechanics | **I can** display an a**dvanced**  use of Standard American English  grammar, punctuation & mechanics. | **I can** display a s**ufficient**  control over Standard  American English grammar, | **I can only** display an  **inconsistent or partial** control  over grammar, punctuation & | **I have** multiple miscues in grammar, punctuation & mechanics; my  **errors distracted from meaning** |
| **4.0 specifics** | **There are less than five grammatical errors. None of these errors are the most common errors we have reviewed in class: possessive ‘s,**  **comma usage, etc. Also, appropriate, accurate and effective uses semi-colon and colons enhance the message of the essay,** | | | |

Transition Practice: I can **organize** my thoughts in an effective manner that makes my ideas flow together easily in order for my reader to clearly understand and be entertained.

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| **Basic, elementary transition, appropriate 1st trimester** | **Mature, complex transition,**  **appropriate for 2nd trimester** |
| First, | One of the most…  Keeping this idea in mind, one of the… |
| Finally,  Lastly, In conclusion, | A final way that…  Summarily, Therefore, |
| Also, Next,  In addition, | While (those ideas are true), (another idea is also true). |
| However,  In contrast,  Contrarily,  On the other hand, | Even though (C.A. may be true), (rebuttal is more true).  Despite the fact that (C.A. may be true), (rebuttal is more true). |

**Review the following sentences. They have acceptable first trimester transitions and are written grammatically correct. Revise them so that the transition are more mature and more appropriate for second trimester.**

1. Also, mirthful and successful students depict grit.
2. However, it is possible that by failing forward students may ignore the importance of formatives.
3. On the other hand, formatives help build the skills necessary to succeed on the summative assessment.
4. First, a student’s “wolf” demeanor is determined by the type of energy he or she “feeds” it.
5. Finally, it is clear Mr. Foster cares about more than students’ grades because of the life lessons he teaches.