

## Extended Definition Essay Assignment

### Essential Question Unit 4 “What Makes Someone a Hero?”

#### English 9B Mann

#### W.9.2

You will be doing an extended definition essay on the meaning of the word “Hero” using the following:

- General Introduction- an overview of your definition
- 2 Criterion- a rule which says what a hero is and what a hero is not
- Examples- from literature, current events, or personal experience
- Counterexamples- from literature, current events, or personal experience

#### ESSAY PLANNING SHEET-

Paragraph #	Section	Criteria
1	General Introduction	<ul style="list-style-type: none"><li>• Start by grabbing your reader’s attention with a question, quotation, interesting fact, anecdote or some other interesting topic sentence.</li><li>• Include your <b>thesis statement</b>: The thesis should be as concrete as possible but not overly detailed as the body of the essay will then go on to expand on that definition. Here's an example: <u>A Hero is defined as...</u></li></ul>
2	Criterion #1: _____ _____ _____ _____	EXAMPLE #1: _____ _____ _____
3	Criterion #2: _____ _____ _____ _____	EXAMPLE #2: _____ _____ _____
4	Illustration from “The Odyssey”	Research and explain the background of the hero Odysseus from “The Odyssey” who shows the characteristics of a hero in a difficult situation <ul style="list-style-type: none"><li>• Include at <u>least 2 pieces of direct evidence from the text</u></li></ul>

		<ul style="list-style-type: none"> <li>Integrate quotations from sources, including line # using correct MLA format</li> </ul>
5	Conclusion	Wrap up the essay by reinforcing your main points and restating your thesis that answers the Essential Question: “What Is a Hero?”

**Priority Standard: W.9-10.2 Write informative/explanatory texts to examine & convey complex ideas, concepts, & information clearly & accurately through the effective selection, organization, & analysis of content.**

- Introduce a topic; organize complex ideas, concepts, & information to make important connections & distinctions; include formatting (headings), graphics (figures, tables), & multimedia useful to aiding comprehension.
- Develop the topic with relevant, & sufficient facts, extended definitions, concrete details, quotations, or other information & examples appropriate to the audience’s knowledge of the topic.
- Use appropriate & varied transitions to link the major sections of the text, create cohesion, & clarify the relationships among complex ideas & concepts.
- Use precise language & domain-specific vocabulary to manage the complexity of the topic.
- Establish & maintain a formal style & objective tone while attending to the norms & conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from & supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade: 9- 10		Example
<b>Score 4.0</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught.]	Write a news article using information gathered independently outside of class readings.
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	Target Goal/Learning Intention <b>W.9-10.2</b> I can write an informative text that <ul style="list-style-type: none"> <li>Introduces a topic and organizes ideas, concepts, and information with an awareness of the needs of the <b>audience</b>.</li> <li>Develops the topic by including the most <b>relevant facts, extended definitions, concrete details, and/or quotations</b>.</li> <li>Uses appropriate and <b>varied transitions</b> and sentence structure to link ideas, create <b>cohesion</b>, and clarify the relationships among complex ideas and concepts.</li> <li>Uses <b>precise language</b>, and subject-specific vocabulary</li> <li>Maintains a <b>formal style</b> and <b>objective tone</b>.</li> </ul>	Write an extended definition essay.  Write a news article using information gathered from class readings.

	<ul style="list-style-type: none"> <li>Includes a conclusion that logically supports the information or explanation presented (such as explaining possible consequences or the significance of the topic).</li> </ul>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content, skills and/or processes and partial success of 3.0 content, skills and/or processes.	
<b>Score 2.0</b>	Simpler Goal/Intention: <ul style="list-style-type: none"> <li>Recognize and recall specific vocabulary such as <b>audience, relevant facts, extended definition, concrete details, varied transitions, precise language, formal style</b> and <b>objective tone</b>.</li> </ul>	
<b>1.5</b>	Partial demonstration of the 2.0 content, processes and/or skills but major errors or omissions regarding the 3.0 content, processes and/or skills.	
<b>Score 1.0</b>	With help, partial demonstration of the 2.0 and 3.0 content, processes and/or skills.	
<b>0.5</b>	With help, partial demonstration of the 2.0 content, processes and/or skills but not the 3.0 content, processes and/or skills.	
<b>Score 0.0</b>	Even with help, no demonstration of content, processes and/or skills.	