***LEARNING GOAL:*** I will demonstrate an understanding of “The Merchant of Venice” and the form and style of essays by completing a literary essay that analyzes the play.

You will write a literary essay that uses Shakespeare’s “Merchant of Venice” to support a wider argument, theme, or central idea. Your essay will follow MLA guidelines, including using a formal tone, quotes from the text to support your argument, and your own explanations and reasons to defend the points you are making.

***TOPICS:***

1. Racial and religious prejudices have been problems for centuries. Argue how “The Merchant of Venice” targets these issues. Does the play present a positive conclusion or not?
2. “The Merchant of Venice” focuses on the theme of love – in terms of friendship and romantically. Highlight and explain how true love is identified in the play.
3. Compare and contrast the characters of Shylock and Antonio as they are developed through the play’s plot and conflict. Who is the more superior character?
4. Agree or disagree: Shylock is the one character in the play who upholds his morals.
5. Despite being written over 400 years ago, “The Merchant of Venice” is still very relevant to modern audiences. Agree or disagree.

***Steps:***

1. Choose a **TOPIC** and develop a thesis. Your thesis must focus on an aspect of the play that explores a bigger idea.
2. Brainstorm 2-3 main points that you will develop and explain to support your thesis
3. Write an introductory paragraph. After this is done, you **MUST** conference with the teacher
4. Develop **BODY PARAGRAPHS**, considering things like explanations of **WHY** and **HOW** your audience should believe your points.
5. Identify quotes from the play (a minimum of one per body paragraph) that show why/how your points are true. Use the quotes properly in the body paragraphs
6. Develop ideas with explanations, reasons, examples, opinions to create full and complete paragraphs. Do this for each one of your main points.
7. Create a conclusion.
8. Complete the **Essay Writing Checklist** when you’re done your rough copy. This will also include a self-evaluation.
9. Create final copy. Ensure it is fully edited, uses the proper formatting, and is typed.

***Success Criteria:***

[ ] I will write an ideal and effective thesis focusing on a big idea supported by the play

[ ] I will follow the steps included above to ensure my assignment is fully-completed

[ ] I will ensure I include thoughtful and relevant quotes from the play to support my points

[ ] I will write in a thoughtful and expressive style

[ ] I will put in honest effort

[ ] I will review overall essay expectations including avoiding plagiarism

[ ] I will ensure my final product is edited and in MLA style

***The Plan:***

1. Developed Intros & Outline: Due Tuesday, June 3
2. Rough Copy & Conferencing: Due Thursday, June 12
3. Complete Final Copy Due Thursday, June 19

***The Marks:***

***THINKING – Ideas and Support in Essay*** /25

***COMMUNICATION – Clear and Effective Writing*** /25

***KNOWLEDGE – Information from Play Clear in Essay*** /25

***APPLICATION – Final Essay Follows Success Criteria*** /25

**TOTAL MARKS FOR ESSAY /100**

**\*\*THIS ASSIGNMENT IS WORTH 10% OF YOUR OVERALL MARK AS THE FINAL WRITING PIECE\*\***

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|  | **Below Level 1****(Below 50%)** | **Level 1****(50%-59%)** | **Level 2****(60%-69%)** | **Level 3****(70%-79%)** | **Level 4****(80%-100%)** |
| ***Knowledge***Student demonstrates knowledge and information from play clearly and effectively | Student does not demonstrate knowledge and/or information from play clearly and effectively | Student demonstrates knowledge and information with limited effectiveness | Student demonstrates knowledge and information with some effectiveness | Student demonstrates knowledge and information with considerable effectiveness | Student demonstrates knowledge and information with thorough effectiveness |
| ***Thinking***Student uses clear and effective ideas and support from the play and own ideas in essay | Student does not use clear and effective ideas and support from the play and own ideas in essay | Student uses clear and effective ideas and support from the play and own ideas in essay with limited effectiveness | Student uses clear and effective ideas and support from the play and own ideas in essay with some effectiveness | Student uses clear and effective ideas and support from the play and own ideas in essay with considerable effectiveness | Student uses clear and effective ideas and support from the play and own ideas in essay with thorough effectiveness |
| ***Communication***Student communicates clearly and effectively within essay | Student does not communicate clearly and/or effectively | Student demonstrates limited clear and effective communication | Student demonstrates some clear and effective communication | Student demonstrates considerable clear and effective communication | Student demonstrates thorough clear and effective communication |
| ***Application***Student effectively follows success criteria | Student does not effectively follow success criteria | Student follows success criteria with limited success | Student follows success criteria with some success | Student follows success criteria with considerable success | Student follows success criteria with thorough success |