

Final Essay: The Hero's Journey in *Ender's Game* and *The Alchemist*

Instructions: Respond to the prompt below in three coherent, well-organized, T-C-E-C-C paragraphs. We will work on this essay entirely in class, from brainstorming to drafting, to writing a final copy.

We will have writing workshops in class this week. The final essay will be written in class, by hand on Wednesday, November 15.

Prompt:

How do both Ender and Santiago experience attributes of the Hero's Journey as they follow their individual quests?

Details:

- You will write one T-C-E-C-C paragraph for each subclaim you write, explaining how the subclaim applies to the claim (thesis statement) using direct quotes (dialogue or narration) from *Ender's Game* and *The Alchemist* as proof.
- You are not required to have an introductory paragraph; your thesis statement will serve as the only element of your introductory paragraph.
- You are not required to have a concluding paragraph. Your third paragraph will serve as a conclusion.
- Your goal is to demonstrate how both characters experience the Hero's Journey and what similarities exist between them.
- See rubric for more details.

Important Dates:

- Essay assigned and Brainstorming: Monday, November 6
- Evidence Collection: Tuesday, November 7
- Thesis and Topic Sentences work: Wednesday, November 8
- Body Paragraphs work: Thursday, November 9 and Monday, November 13
- Peer and individual editing workshop: Tuesday, November 14
- Final written in class: Wednesday, November 15

Brainstorming

What is the prompt asking me to consider?

Considering the main theme, what claim can I make? (What is my opinion or stance on the question?)

What subclaims can I make about the theme? (What do I want to prove in regards to the question and my stance on it?)

- 1. Ender's experience of elements of the Hero's Journey**
- 2. Santiago's experience of elements of the Hero's Journey**
- 3. What ties their experiences...(quest, obstacles, ultimate boon, etc.)**

What evidence do I have for each subclaim? (You will want to find two for each subclaim in case one does not work the way you plan)

English 1-2 Final Essay Outline

Thesis Statement (direct response to the prompt), using prompt language

Body Paragraph 1

Topic Sentence (the main idea of your paragraph; your topic sentences should correspond to what you suggest in your thesis statement)

Context for *Ender's Game* (background information for your evidence; who said or narrated the quote you have chosen, to whom, and when did it take place in the novel? What has happened previously that the reader should know?)

Evidence from *Ender's Game* (*Ender's Game* cited in MLA format)

Commentary #1 (explain how this evidence helps prove your topic sentence about the Hero's Journey)

Commentary #2 (explain how/why the claim in your topic sentence matters universally or to society in general)

Body Paragraph 2

Topic Sentence (the main idea of your paragraph; your topic sentences should correspond to what you suggest in your thesis statement)

Context for *The Alchemist* (background information for your evidence; who said or narrated the quote you have chosen, to whom, and when did it take place in the novel? What has happened previously that the reader should know?)

Evidence from *The Alchemist* (*The Alchemist* cited in MLA format)

Commentary #1 (explain how this evidence helps prove your topic sentence about the Hero's Journey)

Commentary #2 (explain how/why the claim in your topic sentence matters universally or to society in general)

Body Paragraph 3

Topic Sentence (the main idea of your paragraph; your topic sentences should correspond correspond to what you suggest in your thesis statement)

Context for *Ender's Game/The Alchemist* (background information for your evidence; who said or narrated the quote or quotes you have chosen, to whom, and when did it take place in the novel? What has happened previously that the reader should know?)

Evidence from *Ender's Game/The Alchemist* (*Ender's Game/The Alchemist* cited in MLA format)

Commentary #1 (explain how this evidence helps prove your topic sentence)

Commentary #2 (explain how/why the claim in your topic sentence matters universally or to society in general)

English 1–2 Final Synthesis Essay Rubric

Learning Target	Exceptional (A)	Meets Standard (B)	Needs Attention (C)	Absence of Evidence (D/F)
ANALYSIS				
Thesis Statement	- Is one clear sentence that restates the prompt and lists all three theme statements the author will analyze in the order that the body paragraphs follow	- Is one sentence that restates the prompt and lists all three theme statements that the author will analyze	- Is more than one sentence - May not list all theme statements and/or does not outline the essay properly	- Thesis statement is missing or off-topic
Topic Sentence	- Clearly outlines the main idea of the paragraph - Uses varied word choice and sentence structure so as to avoid exact repetition of the chosen theme statement	- Outlines the main idea of the paragraph - Responds directly to the prompt by re-stating the theme statement as the topic sentence	- May not appropriately outline the main idea of the prompt (e.g. too narrow or too broad) - Theme statement may be unclear	- Topic sentence is missing, does not respond to the prompt, or does not state the main idea of the paragraph - Topic sentence does not address the theme
Context	- Gives relevant background to set up the evidence provided in the paragraph - Is concise yet thorough; the reader is not left with any questions relating to the evidence (e.g. who is speaking, what is happening around the selected passage in the novel)	- Gives adequate background to set up the evidence provided in the paragraph	- Some important background may be missing from context, resulting in a choppy or unclear transition from topic sentence to evidence	- Context is missing; does not set up the evidence effectively
Evidence	- Is a direct quote (dialogue or narration) that directly supports the claim in the topic sentence - Only the essential parts of the quote are included	- Is a direct quote (dialogue or narration) that supports the claim in the topic sentence	- Connection to topic sentence may not be evident - Evidence may be paraphrased when a direct quote was required	- Evidence is missing or irrelevant to the claim in the paragraph
Commentary Part I	- Clearly connects the evidence to the topic sentence by breaking down specific parts of the evidence and explaining how it proves that the theme statement does (or does not) apply to the novel - Goes beyond what was stated in class discussions	- Connects the evidence to the topic sentence and explains how the evidence relates to the theme statement	- Needs to more explicitly link the evidence to the topic sentence in the paragraph - Lets the evidence “speak for itself”	- Commentary Part I is missing or does not at all address how the evidence relates to the theme statement in the topic sentence
Commentary Part II	- Universalizes the evidence in the paragraph by articulately explaining how this example can relate to society as a whole - Analysis goes beyond class discussions to deeper connections that are thorough and on-topic	- Universalizes the evidence in the paragraph by articulately explaining how this example can relate to society as a whole - Analysis stays on topic with rest of paragraph	- May attempt to universalize the example by providing similar situations, but this analysis is too off-topic and disrupts the paragraph unity - Analysis needs to be more closely connected to the main idea	- Commentary Part II is missing or completely off-topic

MECHANICS				
Sentence Structure	All sentences are complete and structure is varied; author does not use “I”	Sentences are complete and author does not use “I”	May contain sentence fragments or run-ons; author uses “I”	Sentence structure lacks proofreading; “I” is used throughout
Spelling/ Grammar	Demonstrates thorough proofreading, as there are no spelling or grammar errors	Essay contains two or fewer spelling or grammar errors	Essay contains three to five spelling or grammar errors; mistakes distract from the author’s analysis	Essay contains more than five spelling or grammar errors; mistakes are distracting
Verb Tense	Essay is written in the literary present. No helping verbs.	Essay is written in the literary present. Minimal use of helping verbs.	Essay may be written in the past tense and numerous errors that distract the reader.	Essay is written in the past tense or has inconsistencies with verb tense

Essay notes: