

English 10  
Distance Learning Spring 2020  
**Week 8: May 25-29 – Print Packet**

<p><b><u>Unit:</u></b> Antigone</p> <p><b><u>Focus:</u></b> Summative Assessment: Character Foil Precis</p>	<p><b><u>Learning Goals:</u></b></p> <ul style="list-style-type: none"><li>Analyze Sophocles' use of Character Foil to develop Creon's character</li></ul>
<p style="text-align: center;"><b><u>This week at a glance</u></b></p> <p><b><u>Materials:</u></b></p> <ul style="list-style-type: none"><li>Textbook, Unit 4</li><li>Your Character Foil PowerPoint given in Week 6 is helpful</li><li>Blending Evidence Notes from Quarter 2 and Quarter 3 (quick review sheet included)</li></ul> <p><b><u>Antigone:</u></b></p> <ol style="list-style-type: none"><li>Character Foil Precis</li></ol>	

**Final Task:**

Character Foil Precis: Choose a character whose words, actions, or ideas contrast with Creon's character. Explain how these conflicting motivations contribute to Creon's development as a character (that is, what traits of Creon's are highlighted through this foil character?)

- Character Foil Choices (Choose one of these characters to write your paragraph about):
  - Antigone
  - The Guard
  - Haemon
- Write one paragraph. Your paragraph should follow the Precis Format and include 2 pieces of textual evidence from the play. **\*\*BE SURE TO BLEND YOUR EVIDENCE!** Paragraph should probably be between 1-2 pages in length.

**See next page for Blending Resource.**

How to Blend Evidence Quick Notes – This is a REVIEW of the work and notes you have been given all year. Go back to those if you need more specifics.

- ✓ Use only the most effective part of the evidence
- ✓ Don't capitalize first word of quote
- ✓ Maintain a smooth sentence style (as opposed to the two chunks of evidence with set-up)
- ✓ Use ellipses to indicate words removed from MIDDLE OF evidence (Never beginning/end)
- ✓ Use brackets [ ] to add or change a word
- ✓ Use phrases to precede the evidence for a smooth transition

Example of Blending in Action:

Original, no blending:

- When the Chorus suggests that the gods might be against him, Creon grows increasingly defensive: “Stop now – before what you’re about to say enrages me completely and reveals that you’re not only old but stupid, too” (324-325).

Better – Some blending:

- When the Chorus suggests that the gods might be against him, Creon grows increasingly defensive by telling the Chorus to “stop now – before what you’re about to say enrages me completely and reveals that you’re not only old but stupid, too” (324-325).

➤ Second Example is a smoother thought, but still kinda chunky... We could do better

So, to make it even better

1. Find the most important parts:

“Stop now – before **what you’re about to say enrages me completely** and reveals that you’re **not only old but stupid, too**” (324-325).

2. Use just those parts to incorporate into your own sentence

Best Blended Example:

- When the Chorus suggests that the gods might be against him, Creon becomes “enrage[d] ... completely,” and in his own defensiveness accuses the Chorus of being “not only old but stupid, too” (324-325).

**SEE NEXT PAGES FOR OUTLINE RESOURCE AND RUBRIC**

**The following outline is optional, but the precis should be formatted this way!**

**Precis Write-Up Outline** – A basic formula/skeleton of a paragraph

**Prompt:** Choose a character whose words, actions, or ideas contrast with Creon’s character. Explain how these conflicting motivations contribute to Creon’s development as a character (that is, what traits of Creon’s are highlighted through this foil character?)

**Reminders:** *Do not use 1<sup>st</sup> or 2<sup>nd</sup> person pronouns.*      *Do not use “shows”*

**Thesis statement:** Introduce your main idea/position and include key words connecting to the prompt.

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**Evidence and set up (blended):** must include background information and tell reader what you want them to see in set up. Blend evidence into set-up for smooth sentence structure. Include proper use of quotation marks and proper citation. Cite line numbers.

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(CITATION)

**Analysis:** What does your evidence mean? HOW does it back up your idea (think prompt)? **Why is it important?** *Make sure you include at least two sentences in your analysis.*

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**Transition Sentence:** Smoothly transition from one context (your 1<sup>st</sup> evidence) to a different context (your 2<sup>nd</sup> evidence). Sometimes students naturally transition in their analysis. Make a conscious decision to smoothly transition here.

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**Evidence and set up (blended):** must include background information and tell reader what you want them to see in set up. Blend evidence into set-up for smooth sentence structure. Include proper use of quotation marks and proper citation. Cite line numbers.

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(CITATION)

**Analysis:** What does your evidence mean? HOW does it back up your idea (think prompt)? Why is it important? *Make sure you include at least two sentences in your analysis.*

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**Concluding Sentences:** Conclude your paragraph with two to three sentences that summarize how the evidence proves your main idea. Also include a statement/closing comment on your main idea/point.

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## **RUBRIC:**

### **SCORING GUIDE**

<b>Scoring Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Incomplete</b>
<b>Ideas</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>accurately analyzes characterization, including another character's role (such as foil) in the development of a tragic hero</li> <li>smoothly integrates relevant textual evidence, including details, quotations, and examples.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>adequately analyzes characterization, including another character's role (such as foil) in the development of a tragic hero</li> <li>includes sufficient textual evidence, including details, quotations, and examples.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>provides some analysis of characterization and other characters' roles in the development of a tragic hero</li> <li>provides insufficient textual evidence (e.g., details, quotations, examples).</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>lacks analysis of characterization and other characters' roles in the development of a tragic hero</li> <li>provides inaccurate or no textual evidence (e.g., details, quotations, examples).</li> </ul>
<b>Structure</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses appropriate and varied transitions.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses effective transitions.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses weak, repetitive, or insufficient transitions.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>uses few, if any, transitions.</li> </ul>
<b>Use of Language</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>demonstrates command of conventions with few errors in grammar, usage, capitalization, punctuation, and spelling.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>demonstrates adequate command of conventions; few errors in grammar, capitalization, punctuation, or spelling.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>demonstrates partial command of conventions; errors in grammar, usage, capitalization, punctuation, and/or spelling interfere with meaning.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>demonstrates little command of conventions; serious errors in grammar, usage, capitalization, punctuation, and/or spelling confuse meaning.</li> </ul>

**Next page has your prompt and space for you to write.**







