**English 10 Name:**

**Mr. Fisher**

**Thesis Essay: Achebe’s Quest**

Introduction: In musing about the role of the novelist as an educator, acclaimed Nigerian writer Chinua Achebe once wrote, “I would be quite satisfied if my novels…did no more than teach my readers that [the natives’] past - with all its imperfections - was not one long night of savagery from which the first Europeans acting on God’s behalf delivered them.” In other words, Achebe’s main purpose in writing *Things Fall Apart* was to show the world that native Nigerians were not savages at all.

Question: In your opinion, did Achebe accomplish his goal and effectively show the world that native Nigerians (the Ibo) were not savages? Why or why not?

Definitions: According to Dictionary.com, the word “savage,” when used as a noun, means “an **uncivilized** human being.” Dictionary.com then defines the word “uncivilized” as “not **civilized** or cultured; **barbarous**.” It then defines “civilized” as “having an advanced or humane culture, society, etc.” and “barbarous” as “**uncivilized**; wild; **savage**; crude.” When you make your argument, remember these definitions.

Requirements:

* Four paragraphs.
* Four quotations (Two in each body paragraph).
* No “tears” allowed (-1 pt each, up to -10 pts)
* Cite all sources correctly. (-5 pts for each uncited quotation)
* Adhere to MLA format. (up to -10 pts if you do not)
* Hand in papers on Turnitin.com.
* Hug a loved one.
* Smile more.
* Call a radio station and say, “I’m sending this shout out to my boy, Okonkwo!” Then request the station play “Unchained Melodies.”

Advice: When you are structuring this essay, come up with two major, general reasons for your opinion. These are your developmental supports. Then, for each, come up with two examples to back up your opinion. Those are your developmental details. Then, find a quotation that shows an example for each of your developmental details.

Some Subjects to Consider:

* Religion
* Laws
* Courts/Justice
* Rituals
* Customs
* Violence
* Abuse
* Treatment of others
* War/Battles
* Family
* Agriculture

More Advice: Remember, you are judging the *society*, not Okonkwo. We have murderers and rapists in America today. However, our *society* has made them illegal. Most of us are not rapists and murderers.

Essay Rubric: See back for standard rubric.

**MT. GREYLOCK REGIONAL SCHOOL DISTRICT**

***RUBRIC FOR ANALYTICAL WRITING***

**The final draft of an analytical essay must demonstrate depth of thinking, attention to a specific audience, coherence and accuracy.**

 **ESSENTIAL ELEMENTS POINTS COMMENTS**

|  |  |  |
| --- | --- | --- |
| **INTRODUCTION****(with Thesis Statement)*** **Introductory Paragraph:**.
* **Topic (and plot if writing about literature)** is fully explained.
* **Includes a General Introduction**
* **Include a Complete Identification**
* **Thesis Statement**: Final sentence makes a claim with supports
 |  **/25** |  |
| **BODY**  **(Usually Three Paragraphs)** **Each paragraph includes**:* Strong **Topic Sentence** that relates to the thesis and introduces the support for the paragraph.
* Specific **Evidence** to support the thesis.
* For a literary analysis with textual evidence or outside source material, include proper **MLA Citations**
* Use of **Direct Quotations** (Including proper lead ins)
* Analyzes **Evidence** and connects it to the **thesis**.
* Strong **Closing Sentences** that reinforces the main point.
 | **/50** |  |
| **CONCLUSION*** **Restate** (reword) main idea of the thesis.
* **Summarize** the main points.
* End with a statement that **broadens the main idea** to the universal.
 | **/15** |  |
| **MECHANICS*** Communication of ideas reflects **good grammar usage.**
* **Paragraphs** are indented.
* All **sentences** are complete and construction is varied.
* Correct use of **capital letters.**
* Free of **spelling** errors.
 | **/10** |  |