**Final Origin Stories and Epics Final Paper**

**Overview**: After reading multiple origin stories, you will be asked to make an inference about a culture from a myth of your choice. Think: How might the culture show some of its values and beliefs through its myth? How might elements of a story such as plot, setting, or character influence our interpretations of those values and beliefs? What informational texts can I use as outside resources to learn more about the culture of the myth? How does the character reflect the culture of the origin myth?

You should be identifying literary devices that we have touched on in class to help you make your argument. Good choices of literary devices to use for this paper include, but are not limited to, characterization, diction (word choice), setting, exposition, etc.

**Requirements:** This is the final paper for the Short Story unit and will be used to show your knowledge, understanding, and interpretations of both texts. You must do the following to receive full credit:

* Write a minimum of 2 pages, double spaced, 12-point font (an A paper will go above 3)
* Reference the text a minimum of 4 times. Exemplary papers (an A paper) will include +5 pieces of evidence total. **Evidence found outside of the main text (such as scholarly articles, essays, or books) is NOT required BUT highly recommended.**
* Produce a logical organization that supports the thesis (which we will work on in class).
* Write in a clear, persuasive voice with limited grammar errors.
* Include a Works Cited Page that contains the correct citation.
* Use MLA guidelines found on the Purdue Owl Website

**Standards Covered in this Unit**

[CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/)
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.9-10.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/)
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-LITERACY.RL.9-10.6](http://www.corestandards.org/ELA-Literacy/RL/9-10/6/)
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

[CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

**Process** Throughout the next few weeks, we will be reviewing the writing process by writing and work shopping thesis creation, evidence collection through annotation of text, and overall organization in class. We will also revise and edit rough drafts for organization, clarity, MLA coherence, and *\*sigh\** grammar before you turn in the final paper. Throughout the process, you will bring in: an outline containing evidence to be used in the paper, two rough drafts (one to revise while focusing on big picture ideas, one to edit before the final paper is turned in) and a final paper.

PLEASE BRING IN DRAFTS ON REQUIRED DAYS. Drafts will be checked for appropriate level of completion. If you don’t bring in the suitable draft, you will not be able to participate in class, miss valuable learning time, and ultimately receive a suffering final grade. Seriously, don’t be that person. ☺