**Final *Grendel* and *Beowulf* Paper**

**Overview**: After reading both *Beowulf* and *Grendel*, you have received contrasting views of a heated tale: one, with Beowulf as the epic hero, and the other, with Grendel as the anti-hero. It is now up to you to decide: Is Grendel evil? If yes: How do you know that Grendel is evil? Does Grendel know that he is evil? What aspects of his life led him to his wickedness? If Grendel is not evil: Why is Grendel good or neutral? Which character could be considered evil? Does that character know they are evil? What aspects of that character’s life led to their wickedness? **Write a persuasive essay answering the above prompt and support your answer with evidence from BOTH texts.**

**Requirements:** This is the final paper for the *Beowulf* and *Grendel* 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 5 pages, double spaced, 12 point font
* Reference each text a minimum of 2 times, with at least one block quote. Exemplary papers (an A paper) will include +6 pieces of evidence total. Evidence found outside of the main text (such as scholarly articles, essays, or books) is NOT required.
* Produce a logical organization that supports the thesis.
* Demonstrate higher-level literary analysis and work with the text.
* Write in a clear, persuasive voice with limited grammar errors.
* Include a Works Cited Page that contains both *Beowulf* and *Grendel* citations.
* Use MLA guidelines found on the Purdue Owl Website

**Standards**

[CCSS.ELA-LITERACY.W.11-12.1](http://www.corestandards.org/ELA-Literacy/W/11-12/1/)  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/)  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)

**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. ☺

**Resources available to you**

* Purdue Owl MLA Formatting Guide, NC Wise OWL, EBSCOHost and other online resources.
* The school library and the librarians during provided class time.
* Your peers.
* Your friendly neighborhood Ms. Peel.