

# The Way of the Warrior

**BACKGROUND:** *Bushido*, which is translated to mean “the way of the warrior,” is a code by which samurai lived. Developed between the 9<sup>th</sup> and 12<sup>th</sup> centuries CE, the seven virtues of *bushido* governed the lives and practices of the samurai class. As we have learned about historical and modern-day Japan, we have seen that the values of *bushido* extend beyond the samurai. Perhaps they can even be found in other cultures and time periods.

**OBJECTIVES:** At the end of this project, you will be able to:

- Identify and use the **Writing Workshop procedures** in English class.
- Identify and use the **six traits** that make up good writing.
- Identify and use the parts of the **writing process**.
- Identify the **components of an expository essay** and synthesize your own **organized** example.

**PROCESS:**

1. Discuss each of the seven virtues, using research and class notes to guide your thoughts. What does each virtue mean? How did samurai demonstrate them? Can they be seen in modern Japanese culture today? Can they be seen in our own culture? Record your observations in a detailed, clear chart in your LA Handbook.
2. Choose one of the seven virtues to further examine in an expository essay. Prompt:  
*How was this trait of bushido significant during the samurai time period and beyond?*
3. Review the writing process and use it to prewrite, draft, revise, and edit your essay.

**EVALUATION:** This is a 56-point project. See attached rubric to find out how to earn the grade you desire.



## *The Way of the Warrior Rubric*

	<i>EXCEPTIONAL (7)</i>	<i>PROFICIENT (6)</i>	<i>DEVELOPING (5)</i>	<i>BEGINNING (0-4)</i>
<i>Ideas</i>	Your writing is clear and focused. It holds the reader's attention. Your main ideas are developed with supporting details suitable to the audience and purpose.	Your writing is mostly focused and the reader can easily understand the main idea. Support is present though it may be too general.	Your ideas are somewhat unclear or the attempted development is minimal, too simple, irrelevant, or incomplete.	Your ideas are unclear, inconsistent, and/or lack a central theme and/or purpose.
<i>Organization:</i>  <i>Introduction</i>	The introductory paragraph includes broad introductory sentences, a "bridge" to narrow into the topic, and a strong, concise thesis statement that forms a roadmap for the paper.	The introductory paragraph includes introductory sentences that may be predictable. It includes a bridge and a thesis, but the thesis may be too general.	The introductory paragraph may be lacking one of the necessary components, or the thesis may not form a "roadmap" for the rest of the paper.	The introductory paragraph is lacking one or more components and does not adequately introduce the paper.
<i>Body Paragraphs</i>	The body paragraphs include a topic sentence, at least three strong pieces of evidence, your interpretation, and a strong clincher sentence.	The body paragraphs include most of the necessary components, but evidence is lacking or may not be strong enough.	The body paragraphs are missing one of the necessary components or support is too minimal.	The body paragraphs are missing several components and do not adequately "prove" the thesis.
<i>Conclusion</i>	The conclusion reviews the evidence and answers the "So what?" question in a compelling, interesting way.	The conclusion reviews the evidence presented, but the "So What?" component may be weak or too simple.	The conclusion does not review all of the evidence or does not answer "So what?"	The conclusion is missing components, is too simple, and/or does not adequately conclude the paper.
<i>Word Choice and Sentence Fluency</i>	Your words convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.  Your sentences are well built, with strong and varied structures that invite someone to read the piece aloud.	The variety of words employed is functional and appropriate to the audience and purpose.  The text flows; sentence patterns are somewhat varied and contribute to the ease of reading aloud.	Language is predictable, ordinary, and/or imprecise, and at times may not be appropriate for the intended audience and/or purpose.  The sentence structure tends to be mechanical rather than fluid; awkward constructions force the reader to slow down.	Language is limited, monotonous, and/or misused; only the most general kind of message is communicated.  The writing is difficult to follow or read aloud; sentences tend to be incomplete, run-on, or awkward.
<i>Conventions</i>	Your writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication. Errors are so few and minor that the reader can easily skim right over them unless specifically searching for them. Little editing is needed.	Your writing demonstrates reasonable control of standard writing conventions. There may be a few errors, but they do not impede readability.	Your writing demonstrates limited control of standard writing conventions. Errors get in the way of the readability of the piece. Significant editing is needed.	Your writing demonstrates little or no control of standard writing conventions. The severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. Extensive editing is needed.
<i>Process (x2)</i>	Not only were you engaged in a thoughtful way during discussions, but your work on the draft was detailed, thoughtful, and complete. You completed significant revisions and demonstrated an understanding of the writing process instead of simply a desire to be finished.	You were on-task during discussions and your work on the draft was detailed and complete. You completed revisions and demonstrated an understanding of the writing process instead of simply a desire to be finished.	You were mostly on-task during discussions. Your work on the draft might not have been detailed or complete. You might have completed few revisions. You might have shown more of a desire to be finished than a desire to understand the writing process.	There may be missing elements, many incomplete elements, or profound errors in understanding in the assignment. You did not appropriately engage in the writing process.