

In Common: Effective Writing for All Students Collection of All Student Work Samples, K-12

By The Vermont Writing Collaborative, with Student Achievement Partners and CCSSO

Twelfth Grade Range of Writing Argument Writing Samples

File Name: A11-12R The Day Dreamers

Opinion/Argument

Grade 12

Range of Writing

The Day Dreamers

Have you ever wondered why so many students at _____ are sluggish and lethargic? Are they just lazy and unmotivated? No, most of them probably suffer from lack of sleep, caused by biological clocks that are set to a different schedule than their classes. Teenagers have a physiological need to stay up later and sleep longer than pre-adolescents, yet the daily schedule of the school runs oblivious to this.

_____ students usually have to get up a little before 6:30, yet it is only natural for teenagers to get up later in the mornings. According to Mark Mahowald, MD, director of the Minnesota Regional Sleep Disorders Center, “(Adolescents’) biological clocks program them to go to sleep late—too late to get an adequate amount of sleep before the next school day begins” (qtd. in Lamberg). Because he believes that most high schools open too early, he is leading a campaign to move the start of high school to 9 a.m. in Minneapolis. Puberty causes teenagers to go to sleep an hour later than when they were younger, according to Dr. Mary Caraskadon, director of chronobiology

Introduces issue / **topic** of whether or not ^{Have you ever w} high school students need a different schedule due to sleep needs. **Topic is substantive.**

At

Uses precise evidence to describe the problem, leading to **claim** made later in the essay that the schedule needs to be changed. Writer quotes experts in the field who have researched the issue and think the schedule needs to be changed for high school students.

and sleep research at Bradlet Hospital in Rhode Island (Lamberg). In contrast to this law of nature, _____ students have to go to school about an hour earlier than elementary school students in the same school district. Because of her research, Dr. Caraskadon agrees with Dr. Mahowald's opinions: "The practice of ringing the opening bell earlier in high school than in...elementary school may run precisely counter to children's biological needs" (qtd. In "Sleeping until...").

Establishes and maintains formal style, objective tone

Dr.

Caraskadon supports her argument to change the starting time of schools with studies showing that "adolescents need an hour more sleep every day to achieve the same level of alertness they experienced when younger, although they rarely get it: (Lamberg). Most teenagers need about nine hours of sleep every night, but only get about seven (Gofen 6). Because teenagers need to go to sleep later, but are forced to get up earlier, they don't get nearly as much sleep as they should. This could be remedied by holding school later, which would allow many students to get much closer to the amount of sleep they need.

States focus / precise knowledgeable claim

U-

32's early start every morning causes students to suffer academically. Students are so tired in school that many of them drift off during class, falling into a semi-conscious state. "I fell asleep once in my first band class for twenty minutes. I didn't wake up until the band ended," says Nathan, who is

First reason supports claim with logical and valid reasoning, accurate and credible evidence. Points out strengths of reason by anticipating the knowledge level, concerns, and values of the

one of the top students in the junior class (Bowles interview). Teenagers' lack of sleep causes them to be cranky and prevents them from thinking as well as they could if they weren't tired. According to Dr. William Dement, sleep expert from Stanford University, the effects of sleep loss are loss of initiative, loss of energy, lapse of attention, distractibility, and that overwhelming agony of wanting to go to sleep no matter what you're doing" (qtd. in Gofen 8). If they got an extra hour of sleep in the morning, students would be much more capable of learning and have a much more enthusiastic attitude towards learning. "Most adolescents are sub-optimally alert in the morning," says Dr. Mahowald. "If we as a society are sending our kids to school to learn, it would be wise to send them in a condition that fosters learning" (qtd. in Lamberg).

Sometimes students

Sometimes students skip school, and often come in late, because they dread waking up so early in the morning. "It's just too hard to get up early in the morning," says Tom, a junior. "I've been late to school so many times this year because I couldn't force myself to get up that early with such a small amount of sleep" (White interview). This is another way ____'s early start lowers grades. Less motivated students find it challenging to go to school anyway, and the early start is another reason not to.

Uses clauses to link major sections of text, creating cohesion and clarifying relationships between reasons.

In addition to damaging students' academic performance, waking up early

also harms students physically. Many students try to sleep as late as possible in the mornings and skip breakfast to get in another ten minutes of sleep. Lack of sleep also causes fatigue, especially because many teenagers are so busy with sports and other activities that require them to get a good night of sleep. Extended loss of sleep harms the immune system, hampering its ability to fight sickness and repair injuries (Gofen 8). Teenagers would get sick much less often if they slept enough, which would not only improve their health, but prevent them from missing more days of school.

Uses clauses and varied syntax to link major sections of text, creating cohesion and clarifying relationships between reasons.

p deprivation caused by an early schedule is not only academically harmful, but also dangerous. Sixteen to twenty-five year-olds cause 55% of sleep-related automobile accidents, according to a 1990-92 North Carolina study (Lamberg). Many _____ students drive to school in the morning, and administrators should consider how many lives are jeopardized by holding school so early.

Slee

Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline

ng the start of school back as little as an hour could help students get a lot
Moving the start of school back as little as an hour could help students get a lot more sleep. Students get so tired on weekdays that they sleep in extra late on the weekends to catch up on sleep. While this works, by the time Sunday night rolls around they are well rested and can't get to sleep until after midnight. This causes them to be extra tired Monday morning and for the rest of the week.

Movi

Reason supports claim with logical and valid reasoning, accurate and credible evidence. Points out strengths of reason by anticipating the knowledge level and concerns of the audience (teachers, other students, parents).

When people go to sleep and wake up at around the same time every day, they get used to this sleeping pattern. Once this healthy sleeping pattern is established, they do not have to catch up on their sleep or go without enough rest because they can't get to sleep. If teenagers were able to get up later on week days, they would get up earlier on weekends and form better sleeping habits. This would allow them to get more than an extra hour of sleep, even though school would start only an hour later.

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r than the reasons, teenagers need to get up later than elementary school students because they stay up later. Play practice, athletic competitions, newspaper production night, and concerts all run until after nine o'clock, which is close to when students should be going to sleep. Often, though, teenagers have to do homework after these activities, and stay up much too late. "Homework, extracurricular activities...and sports all steal time from teens' sleep," according to Dr. Mahowald (Lamberg). The television shows and movies teenagers like to see also run well into the hours when they should be sleeping. Some high school students also work late into the night. Younger children hardly ever have a reason to stay up after nine o'clock, yet they have from then until seven-thirty in the morning to sleep, whereas high school students go to sleep much later and get up an hour earlier.

Creates an organization that logically sequences claim, counterclaims, reasons, and evidence throughout

Hold

ing school an hour later would be easy for our school to do. Currently,

buses pick up high school students and drop them off early in the morning and then take elementary school students to school. Although the bus schedule could be reversed, allowing high school students to go to school an hour later, _____'s principal J _____ says administrators would probably be against this. He says there is a concern that parents would not be awake to feed elementary school students and help them get ready for school if the students had to get up an hour earlier. He offered the solution that hiring a different bus company to transport the elementary school students would allow them to go to school at the regular time, while high school students could use the current bus company and go to school later. However, this would probably cost more money than the school district is currently paying for busing.

Develops the claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the concerns, values, and possible biases of the audience (other students, parents, teachers, possibly school board members)

J _____

_____’s main concern with delaying the start of school is that if school started and ended an hour later, practices and games would run an hour later also. He thought that many teams would not have enough light after school to make a long road trip and then play a whole game. These students would have to get out of school early for many games, and this would cause them to miss a lot of school. He also feared that sometimes teams would not have enough light to practice. However, the only team this would really affect would be the cross country skiing.

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Acknowledges limits of claim; offers solutions to the problem so that all parties are satisfied.

rescheduling of practice and games. Sports teams could save their long road trips for Saturdays, and play nearby teams on weekdays. The only team at _____ that couldn't do this would be the track team, because track meets have to start early. However, there are just two away meets this year which would require the team to leave school early, so these athletes wouldn't miss many classes. The ski team could deal with a later schedule by training immediately after school ends. This would give them at least an hour of outdoor training, and any skiers wanting more training could do it in the morning before school.

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ng _____'s start back an hour would be beneficial to the school. Students would be healthier and do better academically, and, as surprising as it seems, there would be no major draw-backs. Administrators should ask themselves why this isn't happening already.

Provides a conclusion that follows from and supports the argument presented

Works Cited

- Bowles, Nathan. Personal interview on sleeping in school. East Montpelier, Vermont, 26 March 1995.
- Coolidge, John. Personal interview on starting school later. East Montpelier, Vermont. 14 April 1995.
- Gofen, Ethel. "Sleep, More Than Meets the (Shut-) Eye." Current Health 2. Jan. 1991: 5 – 11.
- Lamberg, Lynne. "Teens aren't lying – they really need to sleep later." Unknown source.
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In this assignment from a language arts class, the student was asked to research and take a position on an issue of his choice. He gives an introduction of some researched background / context on the issue of how much sleep teenagers need, and makes a claim that, in his view, the school should change the schedule so that high school students start later.

The writer develops his claim with several reasons, which he develops with relevant, accurate, credible evidence. Although there is an occasional poor reason (*high school students stay up later watching television*), he relies largely on logical and valid reasoning, within a clear organizational structure, to develop his claim and persuade his audience of the correctness of his position. In addition, he acknowledges the counterclaim that there are reasons to not support the changed schedule, and takes pains to fully and fairly develop that position. Instead of refuting this counterclaim, he acknowledges its validity, approaches it as a problem, and offers solutions so that all parties could be satisfied. Throughout the essay, the writer uses words, phrases, and clauses as well as varied syntax to clarify the relationships among claim, counterclaims, reasons, and evidence and to create cohesion.

The writer maintains an objective throughout the piece. The conclusion follows from the argument presented.

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nine hours of sleep every night, but only get about seven (Gofen 6). Because teenagers need to go to sleep later, but are forced to get up earlier, they don't get nearly as much sleep as they should. This could be remedied by holding school later, which would allow many students to get much closer to the amount of sleep they need.

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Other than the reasons, teenagers need to get up later than elementary school students because they stay up later. Play practice, athletic competitions, newspaper production night, and concerts all run until after nine o'clock, which is close to when students should be going to sleep. Often, though, teenagers have to do homework after these activities, and stay up much too late. "Homework, extracurricular activities...and sports all steal time from teens' sleep," according to Dr. Mahowald (Lamberg). The television shows and movies teenagers like to see also run well into the hours when they should be sleeping. Some high school students also work late into the night. Younger children hardly ever have a reason to stay up after nine o'clock, yet they have from then until seven-thirty in the morning to sleep, whereas high school students go to sleep much later and get up an hour earlier.

Holding school an hour later would be easy for our school to do. Currently, buses pick up high school students and drop them off early in the morning and then take elementary school students to school. Although the bus schedule could be reversed, allowing high school students to go to school an hour later, _____'s principal J _____ says administrators would probably be against this. He says there is a concern that parents would not be awake to feed elementary school students and help them get ready for school if the students had to get up an hour earlier. He offered the solution that hiring a different bus company to transport the elementary school students would allow them to go to

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There are solutions to these problems, even though they would require some rescheduling of practice and games. Sports teams could save their long road trips for Saturdays, and play nearby teams on weekdays. The only team at _____ that couldn't do this would be the track team, because track meets have to start early. However, there are just two away meets this year which would require the team to leave school early, so these athletes wouldn't miss many classes. The ski team could deal with a later schedule by training immediately after school ends. This would give them at least an hour of outdoor training, and any skiers wanting more training could do it in the morning before school.

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File Name: A11-12R Macduff True Hero

Opinion/Argument

Grade 12

Range of Writing

Macduff: A True Hero

Though many refer to the titular character of William Shakespeare's Macbeth as a tragic hero, another character stands out as a much greater protagonist. While Macbeth is driven towards madness and to committing atrocities through his tragic flaw of ambition, Macduff lacks such a flaw and remains uncorrupted and heroic throughout the play. As Macbeth strives to gain power and prestige at the expense of the lives of his king, his friends, and his countrymen, Macduff meanwhile endures great personal loss in his attempts to stop Macbeth's tyrannical rule and to restore justice and freedom to Scotland. With a name so similar to Macbeth's, it is ironic yet fitting that Macduff acts so much more nobly than his king (Piotr 20). Throughout the tragic, events of William Shakespeare's Macbeth, Macduff serves as a heroic figure through his demonstrations of intelligence, loyalty, and righteousness.

Macduff's prevalence is minimal early in the play, though his intelligence can first be noted in his actions that follow King Duncan's death. While many Scottish nobles prepare to welcome Macbeth to the throne and accept him as their king, Macduff shows his skepticism of the story surrounding the king's demise. Though Macduff at first accepts the verdict that Malcolm and Donalbain are the most likely suspects in the murder of their father, he does so reluctantly and only because the evidence points to them given that they have fled the scene. When asked if he will attend Macbeth's inaugural ceremonies, Macduff responds, "No, cousin, I'll to Fife" (2.4.36). Macduff is less convinced than the others that the mystery of the king's death has been solved, and he wisely distances himself from Macbeth, in whose home the murder occurred, rather than simply accept

Begins by **acknowledging counterclaim**, then **distinguishes from own**

Introduces a knowledgeable claim about a **substantive topic** and **establishes its significance**: gives context about the play itself by contrasting Macbeth and Macduff, and then states a precise claim

States focus, **precise claim**

Creates an organization that logically sequences, develops, and supports the claim

Uses words, phrases, and varied syntax to create cohesion, clarify the relationships among claims and reasons

Macbeth as his new king. When news spreads that Banquo too has been murdered in Macbeth's castle, Macduff is again the first to act, as noted when Lennox states, "Thither Macduff/ is gone to pray the holy King, upon his aid/ To wake Northumberland and warlike Siward" (3.6 29-31). Macduff demonstrates his intelligence in astutely connecting Macbeth to the murders of King Duncan and Banquo before any other nobles come to such a realization. Macduff's intelligence and willingness to act on what information he has gathered demonstrate his heroism and help to save Scotland from destruction.

Uses words, phrases, and varied syntax to create cohesion, clarify the relationships among claims and reasons

In all of Macduff's actions, he remains loyal to his country and acts solely in the interest of Scotland. When Macduff travels to England to raise an army against Macbeth, he must leave his family behind. As noted by literary critic Piotr Sadowski, "...once Macduff has chosen to serve the political cause all qualms about abandoning his family became suppressed" (21). Though a loving family-man with devotion towards his "pretty chickens and their dam," or his children and his wife, Macduff's other loyalties are stronger (4.3.218). Macduff selflessly puts his country before those he loves, leaving his family vulnerable to attack from Macbeth so that he may raise an army to defeat him and end the tyranny that plagues his country. It becomes clear that Macduff is sincere in his displays of loyalty when he is tested by the young Malcolm, who will inherit the throne if Macduff succeeds in overthrowing Macbeth. After Malcolm proudly asserts his sinful nature in his "voluptuousness" (4.3.61), his "stanchless avarice" (4.3.78), and his complete disregard for virtues, Macduff's loyalty to Scotland goes unbroken in his response to Malcolm, who asks if he is fit to govern. Macduff states, "Fit to govern/ No, not to live. O nation miserable! /...When shalt thou see thy wholesome days again..." (4.3.102-105). Macduff's display of loyalty towards his country over its potential ruler suffices to prove to Malcolm his loyal nature and lack of selfish motives. Malcolm agrees to lead the forces against Macbeth in a move that ultimately saves Scotland.

Develops the claim fairly and thoroughly, supplying evidence for it in a manner that anticipates the concerns, values, and possible biases of the audience (other members of the scholarly community)

Uses depth of evidence, from both text (the play) and scholars, showing deep understanding of the text

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In all events of the play, Macduff acts to combat tyranny and all that is evil, making him a truly righteous character. From serving King Duncan to protecting Scotland and taking the throne back from Macbeth, Macduff acts in service of what is morally just and does not boast in his deeds or in any way act for himself. After learning that his family has died at the command of Macbeth, Macduff weeps for them and expresses first his anger and regret, showing his human side, but he then accepts what has occurred and begins to ponder his next action. Realizing that he serves no one by weeping over his loss or boasting about how he will avenge his family's death, Macduff simply states, "Bring thou this fiend of Scotland and myself; / Within my sword's length set him. If he 'scape, / Heaven forgive him too" (4.3.233-235). Macduff believes that it is right and just to kill Macbeth, not only for what the tyrant has done to his family, but for how he has brought pain and suffering to an entire nation. In stating his hope that Macbeth's sins be forgiven if he fails to kill him, Macduff further reflects his righteous, almost biblical qualities in his ability to not hold a grudge against the man who has killed his family. In the end, Macduff seems destined to kill Macbeth given that the former was "from his mother's womb / Untimely ripped" (5.8.15-16), and that, "In folklore, the child born through what later became the Caesarian section was said to possess great strength and the power to find hidden treasure and to see spirits" (Piotr 20). Not only do the witches' prophecies point to Macduff as the one who has the power to dethrone Macbeth, but Shakespeare also uses a common supernatural theme of his day to portray Macduff as a character of a higher power who seems the only one fit to take down a powerful military ruler as Macbeth. When Macbeth emerges from battle victorious in the final scene and holds Macbeth's severed head, the image created is one of good finally triumphing over evil.

Regardless of the events and fortunes surrounding Macduff's character in William Shakespeare's Macbeth, he serves as a heroic figure for his qualities of intelligence, loyalty, and righteousness. As the first to recognize the mystery and guilt surrounding Macbeth and the murders that seem to line his path on his rise to power, Macduff displays an inquisitiveness and prudence

Provides a conclusion that
follows from and supports
the argument presented

Writer reflects, again, on
the significance of the
claim

that his fellow nobles seem to lack. Using his knowledge for the good of his country, Macduff balks at opportunities for personal gain and acts solely in the interest of his beloved nation, to which he demonstrates supreme loyalty. This loyalty runs so deep in Macduff that not even the murder of his family can deter him on his righteous quest of vanquishing from the Scottish throne the evil that has befallen it. In his heroic qualities, Macduff emerges as the true hero of Macbeth, far more so than the titular character whose flaw of ambition drives him to the point of being a plague upon the nation he so desires to govern. In the words of politician Edmund Burke, “All that is necessary for the triumph of evil is that good men do nothing.” Macduff’s role as a good man in Macbeth is not simply to bring about justice to an oppressed nation. Rather, his character reminds readers that justice cannot be done without the vigilance and actions of ever wise, virtuous men and women who loyally devote their efforts to upholding what is righteous.

Works Cited

- Sadowski, Piotr. “Macbeth.” *Fofweb.com*. Bloom’s Literary Reference Online. 2010. Web. 13 Dec. 2011. [http://www.fofweb.com/Lit/LowerFrame.asp?ItemID=WE54\\$SID=5&iPin=+MCIMAC10&SingleRecord-True](http://www.fofweb.com/Lit/LowerFrame.asp?ItemID=WE54$SID=5&iPin=+MCIMAC10&SingleRecord-True).
- Shakespeare, William. *Macbeth*. New York: Signet Classics, 1998. Print.

In this literary analysis from an English language arts class, the student has taken a position on who the hero of Shakespeare's *Macbeth* is. In anticipation of his claim that Macduff is the true hero of the play, he begins by acknowledging the counterclaim that Macbeth is often described as the "tragic hero" of the play, then states his own claim that the hero is in fact Macduff.

Throughout the essay, the writer organizes his ideas clearly. He develops the claim logically, fairly, and thoroughly with several reasons, which he supports with in-depth relevant, credible evidence, both from the text itself and from scholarly sources. He thoroughly demonstrates his understanding of the topic and the texts he has read. The writer supplies evidence for his claim in a manner that anticipates the concerns, values, and possible biases of the audience (other members of the scholarly community). Throughout the essay, the writer uses words, phrases, and clauses, as well as varied syntax, to clarify the relationships among claim, counterclaim, reasons, and evidence and to create cohesion.

The writer maintains a formal style and objective tone throughout the piece. The conclusion follows from and supports the argument presented, reminding the reader of the significance of the topic and claim.

File Name: A 11-12R Macduff: A True Hero

Opinion/Argument

Grade 12

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Macduff's prevalence is minimal early in the play, though his intelligence can first be noted in his actions that follow King Duncan's death. While many Scottish nobles prepare to welcome Macbeth to the throne and accept him as their king, Macduff shows his skepticism of the story surrounding the king's demise. Though Macduff at first accepts the verdict that Malcolm and Donalbain are the most likely suspects in the murder of their father, he does so reluctantly and only because the evidence points to them given that they have fled the scene. When asked if he will attend Macbeth's inaugural ceremonies, Macduff responds, "No, cousin, I'll to Fife" (2.4.36). Macduff is less convinced than the others that the mystery of the king's death has been solved, and he wisely distances himself from Macbeth, in whose home the murder occurred, rather than simply accept Macbeth as his new king. When news spreads that Banquo too has been murdered in Macbeth's castle, Macduff is again the first to act, as noted when Lennox states, "Thither Macduff/ is gone to pray the holy King, upon his aid/ To wake Northumberland and warlike Siward" (3.6 29-31). Macduff demonstrates his intelligence in astutely connecting Macbeth to the murders of King Duncan

and Banquo before any other nobles come to such a realization. Macduff's intelligence and willingness to act on what information he has gathered demonstrate his heroism and help to save Scotland from destruction.

In all of Macduff's actions, he remains loyal to his country and acts solely in the interest of Scotland. When Macduff travels to England to raise an army against Macbeth, he must leave his family behind. As noted by literary critic Piotr Sadowski, "...once Macduff has chosen to serve the political cause all qualms about abandoning his family became suppressed" (21). Though a loving family-man with devotion towards his "pretty chickens and their dam," or his children and his wife, Macduff's other loyalties are stronger (4.3.218). Macduff selflessly puts his country before those he loves, leaving his family vulnerable to attack from Macbeth so that he may raise an army to defeat him and end the tyranny that plagues his country. It becomes clear that Macduff is sincere in his displays of loyalty when he is tested by the young Malcolm, who will inherit the throne if Macduff succeeds in overthrowing Macbeth. After Malcolm proudly asserts his sinful nature in his "voluptuousness" (4.3.61), his "stanchless avarice" (4.3.78), and his complete disregard for virtues, Macduff's loyalty to Scotland goes unbroken in his response to Malcolm, who asks if he is fit to govern. Macduff states, "Fit to govern/ No, not to live. O nation miserable! /...When shalt thou see thy wholesome days again..." (4.3.102-105). Macduff's display of loyalty towards his country over its potential ruler suffices to prove to Malcolm his loyal nature and lack of selfish motives. Malcolm agrees to lead the forces against Macbeth in a move that ultimately saves Scotland.

In all events of the play, Macduff acts to combat tyranny and all that is evil, making him a truly righteous character. From serving King Duncan to protecting Scotland and taking the throne back from Macbeth, Macduff acts in service of what is morally just and does not boast in his deeds or in any way act for himself. After learning that his family has died at the command of Macbeth, Macduff weeps for them and expresses first his anger and regret, showing his human side, but he then accepts what has occurred and begins to ponder his next action. Realizing that he serves no one by weeping over his loss or boasting about how he will avenge his family's death, Macduff simply states, "Bring thou this fiend of Scotland and myself; / Within my sword's length set him. If he 'scape, / Heaven forgive him too" (4.3.233-235). Macduff believes that it is right and just to kill Macbeth, not only for what the tyrant has done to his family, but for how he has brought pain and suffering to an entire nation. In stating his hope that Macbeth's sins be forgiven if he fails to kill him, Macduff further reflects his righteous, almost biblical qualities in his ability to not hold a grudge

against the man who has killed his family. In the end, Macduff seems destined to kill Macbeth given that the former was “from his mother’s womb / Untimely ripped” (5.8.15-16), and that, “In folklore, the child born through what later became the Caesarian section was said to possess great strength and the power to find hidden treasure and to see spirits” (Piotr 20). Not only do the witches’ prophecies point to Macduff as the one who has the power to dethrone Macbeth, but Shakespeare also uses a common supernatural theme of his day to portray Macduff as a character of a higher power who seems the only one fit to take down a powerful military ruler as Macbeth. When Macbeth emerges from battle victorious in the final scene and holds Macbeth’s severed head, the image created is one of good finally triumphing over evil.

Regardless of the events and fortunes surrounding Macduff’s character in William Shakespeare’s Macbeth, he serves as a heroic figure for his qualities of intelligence, loyalty, and righteousness. As the first to recognize the mystery and guilt surrounding Macbeth and the murders that seem to line his path on his rise to power, Macduff displays an inquisitiveness and prudence that his fellow nobles seem to lack. Using his knowledge for the good of his country, Macduff balks at opportunities for personal gain and acts solely in the interest of his beloved nation, to which he demonstrates supreme loyalty. This loyalty runs so deep in Macduff that not even the murder of his family can deter him on his righteous quest of vanquishing from the Scottish throne the evil that has befallen it. In his heroic qualities, Macduff emerges as the true hero of Macbeth, far more so than the titular character whose flaw of ambition drives him to the point of being a plague upon the nation he so desires to govern. In the words of politician Edmund Burke, “All that is necessary for the triumph of evil is that good men do nothing.” Macduff’s role as a good man in Macbeth is not simply to bring about justice to an oppressed nation. Rather, his character reminds readers that justice cannot be done without the vigilance and actions of ever wise, virtuous men and women who loyally devote their efforts to upholding what is righteous.

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