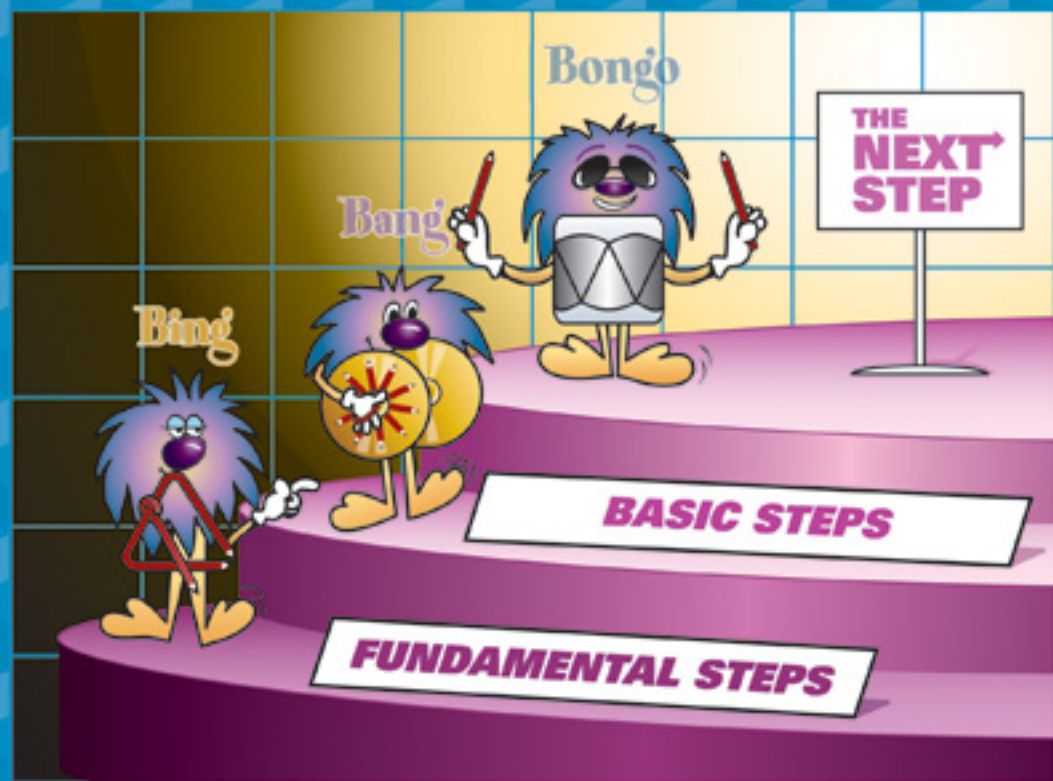


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# THE NEXT STEP



An Advanced Step-by-Step Program for Honing Writing and Speaking Skills

# THE NEXT STEP

**An Advanced Step-by-Step Program for Honing Writing and Speaking Skills**

This publication is adapted from STEPS 1–2–3 and BASIC STEPS by DAVID YOUNT and PAUL DEKOCK. These visionary educators team-taught American Studies in the Grossmont Union School District in California for many years. The success of their innovative and engaging integration of the American History, American literature, speech, and composition curricula led to the creation of Interaction Publishers in 1968. Thus began a quiet revolution in how to enhance student learning through cooperative learning, simulations, integrated curriculum, thematic units, and authentic assessment—the educational experience that defines Interact.

Copyright ©2004 Interact  
10200 Jefferson Boulevard  
Culver City, CA 90232-0802  
(800) 421-4246 • [www.teachinteract.com](http://www.teachinteract.com)  
ISBN# 978-1-57336-406-5

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. THE NEXT STEP is a standards-based unit addressing numerous English Language Arts Standards as established by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). The content and skills taught are targets of most state frameworks for literature, writing, and research. Study the complete list of standards and explanations of those standards at <http://www.ncte.org/standards/standards.shtml>.

The peer teaching and cooperative problem solving required in BASIC STEPS also address Applied Learning standards. There are many opportunities to assess student understanding by using the checklists and rubrics provided.

### **National Standards for the English Language Arts**

**Standard 4:** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

**Standard 5:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Standard 6:** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.

**Standard 7:** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purposes and audience.

**Standard 8:** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

**Standard 11:** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**Standard 12:** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

STANDARDS

## California Applied Learning Standards

**Standard 2.** Students will understand how to solve problems through planning and organization. Students will plan and organize an activity.

**Standard 3.** Students will understand how to solve problems through teaching and learning. Students will develop and implement a teaching-learning program.

**Standard 6.** Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

**Standard 8.** Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

## California English Language Arts Standards

The STEPS Explanatory (narrative, expository, descriptive) and Persuasive Essay programs align with the California Department of Education standards. The frequent classroom use of the compare/ contrast essay in English and Social Studies classrooms along with the addition of an essay questions on college admissions tests (e.g., the SAT) are the driving forces behind the Contrast Essay program. Access standards for all grade levels at: <http://www.cde.ca.gov/standards>.

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The STEPS writing program was created by Dave Yount and Paul DeKock in 1979. Mr. Yount and Mr. DeKock team-taught high school humanities and saw their students consistently struggle to organize their thoughts. Knowing that good writing—and good thinking—takes more than just an idea and some basic mastery of spelling and writing conventions, the original authors of STEPS devised a common sense instructional program to teach students to organize their thoughts clearly in relationship to their purpose for writing.

While trends in education change regularly, the fundamentals of good writing remain constant. THE NEXT STEP enables more advanced students to expand their understanding of the STEPS program to succeed with more demanding curriculum. Through this unit, your students will experience the following:

## Knowledge

- Components of an organized essay
- Three basic organizational principles of the STEPS writing program
- Elements of the writing process
- Writing conventions (spelling, grammar, usage)

## Skills

- Organizing information
- Using appropriate writing conventions
- Evaluating their own and their peers' work
- Editing for content and mechanics
- Revising and rewriting, incorporating feedback from teacher and peers
- Presenting speeches to an audience
- Thinking critically

## Attitudes

- Confidence as their ability to express themselves clearly and intelligently grows
- Positive attitude towards writing

STEPS PURPOSE

# OVERVIEW

# OVERVIEW

## **Beyond BASIC STEPS**

What do you, as a teacher, do to further develop the writing skills of your students who have mastered the BASIC STEPS program? You move on to THE NEXT STEP! Your more advanced students apply what they have learned to satisfy ever more demanding curriculum requirements and enhance their abilities to organize and write.

## **More Complex Introductions**

BASIC STEPS primarily teaches logical thinking. Students focus on the *process*, not the *content*. When students move on to the next levels of essay writing, their introductions become more sophisticated. A useful image for visualizing an opening paragraph is to present a sketch of a funnel on the board. Describe a funnel as a tool used to take a large quantity of liquid and channel it into container. Likewise, an opening paragraph can be like a funnel in that it takes a broader idea, quote, or question or a general description and focuses it into the Preview Thesis (PT) in order to “fill” the essay with the appropriate, relevant information. One can also talk about a funnel directing the flow of the liquid. Following this analogy, the introductory paragraph “directs the flow” of the ideas in the writing. When students reach a more advanced level of writing, in Honors or AP classes, this “funnel” often expands to two or more paragraphs.

## **More Elaborate Body Paragraphs**

As the introductory paragraph becomes more informative, so also do the Bing, Bang, and Bongo sections of the essay. At this level Supporting Details (SDs) become even more important and are more closely scrutinized by the teacher. Because of this, the Bing, Bang, and Bongo sections will expand to more than one paragraph. At these higher essay levels, the individual paragraphs in a section will have Supporting General Statements (SGSs) that develop the Bing, Bang or Bongo GS point within a limited focus.

## **Bing, Bang, Bongo, and ?**

As students advance in their abilities, you may guide them to more than three General Statement ideas. (Be creative and add a *Boom* or *Blowie* for the additional ideas.) Another way to expand this format is to require the students to do multiple paragraphs for each section— perhaps two paragraphs for Bing and Bang, and three for Bongo.

**More Elaborate Summaries**

As with the other elements of the STEPS essay, at THE NEXT STEP level the Summary section grows in importance. In addition to a restatement of the PT idea that guided the essay, the students will need to include statements (or questions) that draw the reader into the essay by requiring a reaction to the subject just discussed. After some practice writing at this level, the student can ask questions of the reader that lead to the restatement of the PT as the final sentence of the essay. The more advanced essay samples use this technique to good effect.

**Literature Essays**

In the literature essay, the writer will include the title of the work (correctly formatted) and author in addition to the preview thesis. Students add strength to this paragraph by including an interesting statement (Interest Catcher) about the subject of the essay or by introducing a quote. The more advanced literature essay gives the teacher a chance to teach the appropriate use of quotes from the work of literature and from outside sources such as critics. In the included literature essay samples discussing the play *Our Town*, the students can see the increased level of sophistication in the writing. (Study the contrasted literature essays on *Our Town*, pages 2:7 and following.)

**Contrast Essays**

The most significant difficulty that students experience in writing higher level contrast essays is adhering to the requirement of contrasting subject A and subject B in terms of three different points (Bing, Bang, and Bongo). Using the STEPS discipline, the Bing paragraph contrasts subjects A and B, then the Bang paragraph contrasts subject A and B, etc. The alternative format (discussion of subject A in terms of three points and then discussion of subject B in terms of the three points) is valid but goes against every other experience in the STEPS program. (In this structure the body of the essay has two distinct divisions. Encourage students to leave exploration of the alternative style to another class.)

**Research Essays**

Your NEXT STEP students can successfully produce advanced, complex research essays by applying and expanding on the BASIC STEPS techniques they have learned. They use the same research techniques and recording protocols, and expand the length and format of their essays.

OVERVIEW

# OVERVIEW

# OVERVIEW

## **Teaching to all Learning Styles**

As with the BASIC STEPS writing program, THE NEXT STEP includes worksheets and directions for the prewriting stage, including developing Focus Questions for creating the Preview Thesis. The sample essays and the display copies can be used separately when introducing the more advanced level essay and then together to show the level of growth expected by your Honors or AP student.

## **Encourage Student Growth**

Expect students to continue improving as editors, essay exam writers, and speakers. We suggest you continue to require that students keep track of their progress in eliminating writing errors, in developing a distinctive style of their own, in becoming comfortable with essay exams, and in developing their confidence as a public speaker.

THE NEXT STEP literature essays would be typical of a college prep (advanced) junior year English class by the end of the year. This editor saw that level of growth from the BASIC STEPS level only in her best students during the sophomore year. The more advanced level essays would be typical of a college prep senior level or Advanced Placement English Literature class.

## **Differentiated Instruction**

Like all Interact units, THE NEXT STEP provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits the needs of your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

## Bing, Bang, and Bongo

Three basic principles of writing guide the STEPS writing program. Essentially, these principles state that every well-organized essay has:

1. A **Preview Thesis (PT)** that introduces the purpose of the essay and acts as the organizing framework. The STEPS process divides this Preview Thesis into three or more general statement ideas identified by the mnemonic terms *Bing, Bang, and Bongo*.
2. **General Statements** (*Bing, Bang, and Bongo idea statements*) supported by **Specific Details** (concrete statements).
3. A **Summary** restating the Preview Thesis and wrapping up the essay clearly and firmly.

## Next Step Essays

Utilizing the principles inherent in the STEPS writing program, your advanced students learn to compose longer, more sophisticated essays in response to more demanding academic requirements or real-world business situations. They focus on how to organize and write literary analysis essays and social studies research papers on an honors (or college) level, and to prepare well-organized long essay exam responses.

### 1. Elements of Next Step Essays

#### Expanded Introduction

The Interest Catcher, the Transitions, and the Preview Thesis of the Introduction may now span two or more paragraphs.

#### Expanded Body Sections

Bing, Bang, and Bongo General Statement ideas no longer are single paragraphs. Instead, each GS idea becomes a separate section of the essay, with each section consisting of two or more paragraphs. Require that students include from two to six Specific Details to support each Supporting General Statement idea.

#### Expanded Summary

The Summary is expanded to two or more paragraphs. The author has ample opportunity to convince readers of the importance or significance of the ideas of the essay. The writer relates the Preview Thesis of the essay to the audience. We also encourage, though we do not require, students to end their Summary with a challenge to the reader to take some mental or physical action in relationship to the essay's thesis.



*THE NEXT STEP retains the terms Bing, Bang, and Bongo precisely for the reason that such devices provide the classroom teacher with tools to engage a wide variety of learning styles.*

*Mastery of NEXT STEP-level essay compositions in all STEPS essay formats can be expected of average or above average students by their senior year. Indeed, mastery of the STEPS writing skills should become a high school graduation requirement.*

# THE NEXT STEP PRINCIPLES



*David Yount and Paul DeKock created and first used STEPS during the early 1970s. In the later years of their teaching careers and during retirement, they continually encountered students whom they taught during their 25 years of team teaching. Over and over again a former student would return to see them or run into them in a mall. Invariably, these adults would say: “You know, I used STEPS when I had to speak at a PTA meeting last week,” or “I used STEPS in college whenever I had to...” or “As a lawyer STEPS helps me organize briefs for cases I have.”*

## 2. Essay Formats

Have students work with essay formats that they have already mastered. Begin with an explanatory or persuasive essay. Help the students to expand each section. They will thus rather painlessly learn to write relatively advanced essays. After several of these essay experiences, have the students progress to organizing and writing more advanced contrast essays.

## 3. Literature and Research Essays

Because college students are so often required to write literary analysis essays in English classes and research essays in social studies or other classes, stress both formats as you teach your students to compose NEXT STEP essays. Emphasize the planning necessary to develop the Bing, Bang, and Bongo General Statement ideas into sections of several paragraphs each. Begin with literary analysis essays, then introduce complex research papers. Students have already learned in BASIC STEPS to organize the research process in numbered, easy-to-follow steps. They will have little trouble learning how to adapt the STEPS General Statement Research Sheets and Works Cited Recording Blanks into the expanded essay formats; and how to key a source note system to a formal works cited list or bibliography.

## 4. Speeches and Essay Exams

Students adapt the STEPS organizational principles to help them with their various speech responsibilities both in your class and in the “real world” they enter when they leave school. Students also learn organizational techniques to enhance their performance on the writing sections of standardized college entrance exams

### Journal Summary Essay

Most teachers encourage journal writing as a part of the students’ writing experience. However, teacher response to journals at the secondary level can become incredibly time-consuming. A solution to this can be the *Journal Summary Essay*. Using the STEPS writing format, the teacher asks students to report three things that they have learned about themselves from their journal writing over a period of time (such as a grading period or a month). The teacher can guide the journal writing by suggesting topics such as “earliest memories,” “choices made—good or bad,” “influential people in your life,” and so on.

## THE NEXT STEP PRINCIPLES

When using the Journal Summary Essay as a way of communicating about the journal, the teacher and student can bypass the embarrassing or constraining situation of having private journal thoughts read by a stranger or authority figure. Knowing that the teacher will never read the actual journal can free the student to be truly honest in the writing. The teacher keeps the student accountable for completing the writing by assessing the essay.

Present a focus question to the class such as “What are the three most important things I have learned about myself in my journal this grading period?” These essays may become the most personally satisfying ones you ever read.



*This editor found the responses often moving and inspiring. One African-American student commented that he discovered in his journal writing that he was constantly looking for role models who were not athletes or musicians. I was able to remind him of his need to become one of those role models when he came back to visit as a college graduate engineer.*



# SETUP DIRECTIONS



Daily Use Program



Individuals, Study Pairs,  
and Study Quads

*Classroom experience teaches that student writers benefit if they have an audience more extensive than only one teacher, and that students can learn significantly from one another. In addition, many students simply need help getting started, which often another student can provide.*

## 1. Before You Begin

Carefully and thoroughly, read this Teacher Guide before planning your writing instruction. Next, read the section for the Narrative Essay to familiarize yourself with the essay process as presented. Then, find the writing styles that you will teach during the semester or year. Read these sections and align them with any recommendations from your school, district, or state Language Arts programs, as appropriate. Doing so will help you plan your lessons and adjust the unit to meet your students' needs most appropriately. Find and use other resources to teach and supplement the lessons in this unit.

Throughout the Teacher Guide, Interact employs certain editorial conventions to identify materials.

- In preparing materials, *class set* means *one per student*.
- All reproducible masters are listed by name using ALL CAPITAL LETTERS.
- Teacher reference materials are named in upper and lower case Bold (e.g., **Answer Key**).

## 2. Timing Options

THE NEXT STEP allows the classroom teacher the option of choosing lesson length. A struggling class will obviously need more instructional time than a class more familiar with the writing process.

## 3. Grouping Students

The teacher training writing projects that have radiated out across the United States from San Francisco stress the necessity both of pre-writing and peer group reaction. The most beneficial peer criticism takes place during the analysis and rough draft stages. We recommend pairing students as study pairs and/or clustering them in study quads. While struggling with their Focus Question, their Bing, Bang, and Bongo points, and their Preview Thesis, writers have one or more peers to act as a friendly, as opposed to a "critical" sounding board.

## Study Pairs

When you introduce a new essay style, pair two students by chance, choice, or dictation. They turn their desks to face one another and talk over their assignment before actually writing. They usually use graphic organizers to achieve their given goal—finding Bing, Bang, and Bongo ideas and appropriate Supporting Details. Following the appropriate “steps” for a certain essay type, students then complete their essays either at home or in the classroom.

## Quads

As students work in more advanced lessons of an essay style, group four students to work together, rather than having four students work as two pairs or four separate individuals. They read and respond to the work of their peers, offering insightful comments and critiquing mechanical conventions.

### 4. Materials

- Notebooks — *class set (cumulative writing journals)*
- Pocket folders — *class set*

### 5. Reproducible Masters

THE NEXT STEP includes reproducible masters to reinforce composition skills. These are grouped as **Writing Folders Materials**. Use these materials (or substitute your own) to enhance student learning for any or all of the writing applications.

#### Review or Troubleshooting Materials

- CONCRETE OR ABSTRACT? — *as needed + display copies (optional)*
- RECOGNIZING TRANSITIONS — *class set*
- CONVENTIONS RUBRIC — *class set + one to post (optional)*
- EXPLANATORY ESSAY RUBRIC — *class set + one to post (optional)*
- PERSUASIVE ESSAY RUBRIC — *class set + one to post (optional)*
- CONTRAST ESSAY RUBRIC — *class set + one to post (optional)*

#### Writing Folders Materials

- EDITING GUIDE — *as needed*
- EDITING MARKS — *class set*
- WRITING TALLY SHEET — *class set*
- ESSAY TITLE LIST — *class set*



*Of course, you must give students considerable help in learning to help one another when they first work as study pairs or quads. However, your efforts can result in real dividends. Read-a-rounds often result in peer teaching that is very helpful to composition instruction.*

*You or your students may already have these materials from their BASIC STEPS course or may need review. Distribute as necessary.*

# SETUP DIRECTIONS

## **Narrative Essay**

- NARRATIVE ESSAY RUBRIC — *class set + one to post (optional)*

## **Explanatory Literature Essay**

- EXERCISE 1 (1a, 1b) — *class set + display copies*

## **Comparing Two Literature Essays**

- EXERCISE 2 (2a–2f) — *class set + display copies*
- EXERCISE 3 (3a–3c) — *class set + display copies*
- EXPLANATORY ESSAY RUBRIC: Literature — *class set + one to post (optional)*
- CHECK YOURSELF CHART: Explanatory Literature Essay — *class set*
- EXPLANATORY ESSAY DIAGRAM — *as needed or display copy*

## **Contrast Literature Essay**

- EXERCISE 1 (1a, 1b) — *class set + display copies*

## **More Advanced Contrast Literature Essays**

- EXERCISE 2 (2a, 2b) — *class set + display copies*
- EXERCISE 3 (3a, 3b) — *class set + display copies*
- CONTRAST ESSAY DIAGRAM — *as needed or display copy*
- CONTRAST ESSAY RUBRIC: Literature — *class set + one to post (optional)*
- CHECK YOURSELF CHART: Contrast Literature Essay — *class set*

## **Explanatory Speeches**

- EXPLANATORY SPEECH: Applied to Literature — *class set + display copy*
- EXERCISE 1 — *class set*
- SPEECH EVALUATION FORM — *class set + extras (optional)*

## **Contrast Speeches**

- EXERCISE 2 — *class set*

## **Persuasive Speeches**

- EXERCISE 3 — *class set*
- PERSUASIVE PROPAGANDA — *as needed*

## **Essay Exams**

- WRITING ESSAY EXAMS (1–5) — *class set + display copies*

## **Long Research Essay**

- EXERCISE 1 (1a–1n) — *class set + display copies*
- RESEARCH ESSAY PLAN — *class set and/or display copy*
- PARTIAL OUTLINE: Sample Research Essay — *class set and/or display copy*
- EXERCISE 2 (2a–2c) — *class set + display copies*
- WORKS CITED RECORDING BLANKS (set of five) — *as needed + display copies*

- GENERAL STATEMENT RESEARCH SHEET — *as needed + display copy*
- LONG RESEARCH ESSAY RUBRIC — *class set + one to post (optional)*
- CHECK YOURSELF CHART: Long Research Essay — *class set*

## 6. Writing Folders

Prepare a sturdy pocket folder for each student before beginning any writing program.

- Include the **Writing Folder Materials** appropriate for reference based on the needs of your students:
  - EDITING GUIDE
  - EDITING MARKS
  - WRITING TALLY SHEET
  - ESSAY TITLE LIST
  - Student notebook (cumulative writing journal)
- Include appropriate **Review or Troubleshooting Materials**:
  - CONCRETE OR ABSTRACT?
  - RECOGNIZING TRANSITIONS
  - CONVENTIONS RUBRIC
  - EXPLANATORY ESSAY RUBRIC
  - PERSUASIVE ESSAY RUBRIC
  - CONTRAST ESSAY RUBRIC
- Writing Folders serve many purposes.
  - They can hold all student writing assignments and progress logs throughout the year, showcasing their growth and progress (as a writing portfolio).
  - They can also serve as a reference tool when students are working on skills previously introduced.
  - They can function as repositories of student observations and reflections; these thoughts and notes often serve as the seeds for later writing assignments.

## 7. Establish an Author's Environment

Students write most successfully when they write with deep involvement. As James Dickey observed, a writer is “someone who is enormously taken by things anyone else would walk by” (Calkins, 1994). One of the most important things a teacher provides for his or her students is the emotional safety to take risks and share what is inside them. Students feel motivated to write when they write for people that matter to them and about issues that are relevant to them.



*Assist students as they set up their writing folders.*

*Include the EDITING GUIDE provided or use your own. Be certain that students clearly understand your conventions expectations and what source materials they should follow when writing.*

*The essay progress charts (WRITING TALLY SHEET and ESSAY TITLE LIST) are valuable tools with which students track their own progress. Keeping the records up to date requires class time, but it is worth it because students, sensing they “own” their essays, develop pride in producing good work.*

## SETUP DIRECTIONS

Create a physical and emotional environment that encourages students to reach within themselves and go beyond their own limitations in their writing. Be a writer yourself! Share your writing experiences with your students. Lucy Calkins encourages her teachers to “help [students] know what they know!” (1994). Build a learning community...an author’s community...and students will want to write well. Decorate your walls with print-rich and content-rich images to spark imagination as well as provide practical guidance. Dedicate a section of the classroom to display student work and update the wall frequently. Surround your writers with positive models and motivation for writing.

Have the students’ writing folders accessible in filing cabinets or boxes with hanging files so that they will be able to refer to their own prior writing. The recording forms will allow them to track areas of difficulty so that they can conference with you about ways to overcome problems in their writing.

Over time, compile a collection of student essays that exemplify both excellent and troubled writing. Keep these in your STEPS notebook or in the filing cabinet with current writing. While tutoring an individual student, you can open the student samples and pull out an essay another student wrote that will clarify exactly what you want the student you’re tutoring to understand.

### 8. **Cross-curricular Integration**

Teachers do not often teach subjects in isolation. At the secondary level, your students may be called upon to write essays for social studies or foreign language classes. They might need to do research papers for science or math. Even physical education classes sometimes require a report on a sport. The concrete form of the STEPS writing program makes the essay writing process workable wherever it is used. Your colleagues in the other subject areas will appreciate the readable papers your students produce. They may even request a workshop from you on the STEPS writing program.

## 1. Why Assess?

In practice, assessment means the determination of the quality of a student's work measured against a standard. Assessment provides students with meaningful, helpful feedback to highlight what they do well and in what areas they can improve. More importantly, assessment also helps teachers focus on what their students need and what they need to teach as next steps. With standards-based teaching, the line between assessment and instruction no longer exists. *Assessment is only as good as the use we make of it.*

## 2. Tools for Assessment

Current best teaching practices encourage both writers (students) and teachers to use checklists and rubrics. THE NEXT STEP provides both checklists and rubrics for each of the essay styles taught.

- a. **Check Yourself Chart** This is completed in the peer editing and Study Quad read-a-round. The teacher should monitor that this step is being used effectively. After a few times, most students grasp the value of peer input and look forward to the assistance it provides. Some teachers use a fresh copy of the checklist (perhaps reduced in size) when doing a final evaluation of the student work.
- b. **Rubrics** Many schools or Language Arts departments establish rubrics to be used as guides to evaluation of student work. Most often, teachers will choose to evaluate based on two areas: essay style and mechanical conventions. The essay rubrics deal with content-specific elements (such as correctly meeting the *research essay* requirements) and will vary with each type of essay. Mechanical conventions rubrics are consistent from one essay to the next.

## 3. Rubrics

Since THE NEXT STEP students have already completed a BASIC STEPS writing program, some BASIC STEPS rubrics are supplied for inclusion in the Writing Folders. THE NEXT STEP also includes content and mechanics rubrics for each of the advanced composition styles taught. The guidelines for all rubrics come from the standards cited in the **Standards** section. When introducing a new essay style, distribute that specific rubric for students to add to their Writing Folders.



*This editor copied and reduced the relevant CHECK YOURSELF CHART to make a small checklist to attach to the essays for recording mechanical and essay structural errors. This gives the teacher and student a quick overview of areas needing growth and makes recording information on the forms in their writing folders easier.*

# ASSESSMENT

While it may seem a bit awkward to have two separate rubrics for each essay, DO IT. Students become better writers with more specific feedback. By giving two separate scores for structure/content and for conventions, students (and parents) can easily see where their strengths and weaknesses lie. It is quite common for students to have good content but poor mechanics.

Checklists help students in the writing process. Rubrics or grading guidelines show them *exactly* how they will be assessed. Post and distribute your expectations when introducing each essay. As the types become more advanced, the Rubrics should reflect the expectations. Remember—assessment should not be mysterious or secretive. If your school uses letter grades rather than the four-point rubric, you may wish to establish an explanation similar to the rubrics to explain what earns an A, B, C, D, or F.

**Content Rubric** A typical four-point rubric for content:

- 4 — Exemplary** — Exceeds the standards. Generally, this rating describes a work that demonstrates true mastery with above and beyond application and understanding.
- 3 — Expected** — Meets the standard with quality. This rating describes an essay with good, solid mastery of the expectations in all areas.
- 2 — Nearly There** — Inconsistently meets the standard. The essay at this level shows inconsistent comprehension or application of the essay-writing skills. This student may need re-teaching of the organizational principles or conventions.
- 1 — Incomplete** — Has not yet met the standard. If the student does not complete the essay, provide additional or alternative instruction or support.



**Conventions Rubric** A typical four-point rubric for conventions:

- 4 — **Exemplary** — Exceeds the standards. The essay shows proper paragraph form, effective use of proper punctuation and capitalization , and active application of correct grammar, spelling, sentence structure, and word variety.
- 3 — **Expected** — Meets the standards with quality. The essay shows proper paragraph form, usually shows proper punctuation and capitalization and includes adequate application of correct grammar, spelling, sentence structure, and word variety.
- 2 — **Nearly There** — Inconsistently meets the standard. The essay occasionally shows proper paragraph form, contains noticeable errors in punctuation and capitalization and inconsistent application of correct grammar, spelling, and sentence structure
- 1 — **Incomplete** — Has not yet met the standard. The essay shows improper paragraph form (does not indent; does not include five paragraphs), misuses punctuation and capitalization, and incorporates many errors of grammar, spelling, and/or sentence structure.



# TROUBLESHOOTING

Listed below are common problems that students face when writing essays. Note that our recommended solutions often involve specific handouts from THE NEXT STEP Teacher Guide. Of course, add to these solutions anything you might have.

## All Essays

**Student Problem 1** — Uses poor **mechanics**

**Solution 1 to Problem 1** — Have the student(s) review specific mistake(s) using your preferred teaching/learning tools or examples from the provided EDITING GUIDE. We encourage students to pledge to eliminate one mistake at a time, essay by essay, and to track their success using the WRITING TALLY SHEET and ESSAY TITLE LIST.

**Solution 2 to Problem 1** — If the whole class is experiencing mechanical errors, consider using one of the many warm-up activities that involve the class in “cleaning up” an error-filled sentence or two. A really valid way to do this is to include a “zinger” (anonymously) from the class occasionally.

**Student Problem 2** — Forgets to use **Transitions**

**Solution to Problem 2** — Refer to RECOGNIZING TRANSITIONS to review the types of transitions and their purposes.

**Student Problem 3** — Transitions are repetitive and boring

**Solution to Problem 3** — Either have students review RECOGNIZING TRANSITIONS in their Writing Folders to see how to vary transitions or have a brainstorming session with the whole class in which you all work together to come up with additional appropriate transitions, both words and phrases.

**Student Problem 4**— Dislikes having to use the set writing process

**Solution to Problem 4**—This will be a problem mainly with bright students. Explain to them that the STEPS process is used mainly to ensure that the mind disciplines itself to write clearly. Creative writing does not enter into the disciplined essay format. Stress that only after learning *how* to express their ideas will students be able to do so effectively.

**Student Problem 5** — Combines a **GS** with an **SD**, severely limiting paragraph development possibilities (Example: “I like my new car because it has a short, clean-lined body and is painted red.”)

**Solution to Problem 5** — Have student(s) break the sentence into two or more sentences, with the first using an abstract word and the second using concrete words which support the abstract word in the previous sentence. (Example: “I like my new car because it is beautiful. It has a short, clean-lined body and is painted a screaming red.”)

**Student Problem 6** — Explains a GS with another GS (For example, “I like my new car because of its beauty. It has a classic style.”)

**Solution to Problem 6** — Have the student(s) rewrite the second sentence to include more specific details. (Example: “I like my new car because of its beauty. For example, It has the clean-lined, classic style of expensive Italian sports cars.”)

**Student Problem 7** — Dull explanations within paragraphs

**Solution to Problem 7** — Have the student(s) use at least one quotation per paragraph as an SD, even if the quotation is made part of a larger SD incident.

**Student Problem 8** — Dull, boring style

**Solution to Problem 8** — Require that the student(s) begin at least three sentences in every paragraph with some type of subordinate structure. (Examples: an *adverb clause*, a *participial phrase*, an *infinitive* or *infinitive phrase*) Also require that writers eliminate or greatly limit weak introductory words (*there*, *this*, and *it*) to begin sentences. Avoiding these three words will eliminate postponed subjects and vague pronoun references.

**Student Problem 9** — Doesn’t know when to stop; just keeps writing

**Solution to Problem 9** — Try to reach this problem while tutoring in the outlining step; however, helping the student to develop self-discipline is the only real solution to this problem. Emphasize that students strictly follow their essay plan, get others to criticize their rough drafts, and edit carefully and objectively.

## Contrast Essay

**Student Problem 1** — Outline that contrasts A and B directly rather than A and B in relationship to General Statements representing common elements

**Solution to Problem 1** — Although an A and B contrast essay is a perfectly legitimate essay format, do not accept it for this writing program. Every writing exercise reinforces the STEPS essay construction principles.

**Student Problem 2** — contrasts A and B in one paragraph rather than in two to four paragraphs in relationship to GS elements

**Solution to Problem 2** — Since several SDs must be used for contrasting A and B each time, do not let students contrast A and B in one paragraph. The main reason we insist on dividing A and B into two or more paragraphs is to create section length development on an advanced level as well as to maintain clear exposition.

# TROUBLESHOOTING

## Essay Exams

**Student Problem 1** — Not enough notes to write an adequate essay

**Solution to Problem 1** — Practice note-taking techniques in class.

Pause in lectures or films for “note-writing” breaks.

**Student Problem 2** — Inability to differentiate abstract and concrete words

**Important:** You must ensure that your students understand how abstract words (because they are “fuzzy”) need to be explained with Specific Details (SDs) containing concrete words. Concrete words make pictures in students’ minds and thus explain or support the abstract word or words in a General Statement (GS).

**Solution to Problem 2** — Distribute CONCRETE OR ABSTRACT?

Give the exercise to those students (or whole class) needing to learn how to differentiate abstract and concrete words.

## Research Essay

**Student Problem 1** — Doesn’t know what notes to take

**Solution to Problem 1** — Emphasize that the notes should explain or support the assertion made in the General Statements they developed to answer the Focus Question. Therefore, help the students find facts, examples, incidents, or quotations that do this. Use the model essay for help while you are tutoring here.

**Student Problem 2** — Doesn’t correctly key notes to sources

**Solution to Problem 2** — Review the WORKS CITED RECORDING BLANKS and the GENERAL STATEMENT RESEARCH SHEET for recording source and page number.

**Student Problem 3** — Forgets to note sources in text

**Solution to Problem 3** — Have students doing the peer editing use colored pen or pencil to mark the rough drafts where source notes should go. Do the same when you do any editing.

**Student Problem 4** — *Works Cited* entries are in an incorrect form

**Solution to Problem 4** — Make students do this procedure over and over following the WORKS CITED RECORDING BLANKS guidance until they have noted every part of the entry, including punctuation, correctly.

**Final Comment:** Make certain students realize they can use any of the three basic formats, Explanatory, Contrast, or Persuasive, for a research essay.

## CONCRETE OR ABSTRACT?

### ANSWER KEY

---

1. Grass
2. Grass; sight, smell, touch, hearing, taste
3. fingers
4. eyes
5. ears
6. noses
7. Apple, Dog
8. see, smell
9. Basketball
10. Ruler, sports car, eyeball
11. Truth
12. Honor, Patriotism
13. Flag
14. idea
15. touch, hear, see, smell, or taste
16. a.  
You can “hear” the cat meow.  
You can “see” the body of the cat stretching.  
You can “see” the color of the cat.  
You can “see” the cat jump into Emily’s lap.
19. B.  
B.
20. colors and sounds
22. Yes.

# CONCRETE OR ABSTRACT? (1)

---

1. Which can we touch with our fingers?

GRASS                  BRAVERY

2. \_\_\_\_\_ is a **concrete** thing. Because it is concrete, we can experience it with our five senses. What are our five senses?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. Because grass is **concrete**, we can **feel** it when we touch it with our

\_\_\_\_\_.

4. Because grass is **concrete**, we can **see** it with our \_\_\_\_\_.

5. Because grass is **concrete**, when wind blows through it, we can **hear** it with our

\_\_\_\_\_.

6. Because grass is **concrete**, after a lawn mower has cut it, we can **smell** the cut grass with our

\_\_\_\_\_.

7. The grass is a **concrete** thing because we can experience it with our **senses**. Circle the **concrete** words:

Honor

Patriotism

Apple

Dog

Happiness

8. We can \_\_\_\_\_ an apple with our eyes. We can \_\_\_\_\_ a wet dog with our noses.

9. What concrete object is dribbled up and down a hard gym floor by players on two different teams?

\_\_\_\_\_

Because it is a **concrete object**, we can **directly experience** a basketball with our **senses**.

## CONCRETE OR ABSTRACT? (2)

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10. Circle the **concrete** words:

Ruler                  Love                  Sports car

Patriotism                  Eyeball



11. Circle the word that is **not concrete**:

Bread                          Truth

12. We cannot taste, touch, or smell truth. Truth is not concrete. Truth is an **idea**. Circle the words that are **ideas**, not concrete things:

Finger                  Honor                  Pencil

Horse                  Patriotism

13. Patriotism is an **idea**. Ideas are important to us human beings! Why? Because we think about them and we live with them. What **concrete** thing hangs in most classrooms that represents the **idea** of patriotism and our country? (Hint: it is red, white, and blue!)

---

14. A flag is a **concrete** thing that suggests the \_\_\_\_\_ of patriotism.
15. Besides saying that patriotism and truth are **ideas** we also say they are **abstract**. Things that are **abstract** are **not concrete**. They cannot be directly experienced by our senses. For example, we cannot \_\_\_\_\_ patriotism.
16. Concrete words help create pictures in your readers' minds. Which of these sentences creates a better picture in your mind?
- a. Emily's cat meowed loudly, stretched his long, grey body, and jumped into her lap.
  - b. Emily's cat shakes hands and rolls over, and fills her with love and pride.
17. The first sentence has more **concrete** descriptions in it. It also uses vivid verbs. (That is another lesson!) Confidence, love, and pride are **abstract** and we cannot touch, hear, see, smell, or taste them. With sentence **a**, what can you "see" and "hear" in your mind?

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## CONCRETE OR ABSTRACT? (3)

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18. When we speak and write, we need **both concrete** and **abstract** words. **Concrete** words help to support our **abstract** descriptions or ideas. These two paragraphs are about the **idea of beauty**.

**Paragraph A:** The view from my window is beautiful. The trees are big. My memories of the neighbor's nice yard last fall make me smile.

**Paragraph B:** The view from my window is beautiful. The huge oak trees have bright, colorful leaves in the fall. My neighbors and I played in the piles of crunchy leaves after we raked them last year. Most days, the sky is as blue as my grandma's clear eyes.

19. Which of the paragraphs (**A** or **B**) has more concrete words? \_\_\_\_\_

Which of the paragraphs creates more pictures in your mind? \_\_\_\_\_

20. **Paragraph B creates more exact pictures in our minds.** The writer creates these pictures by using concrete words. The concrete words in Paragraph B prove the **idea** the writer feels. When she looks out the window, the view is

\_\_\_\_\_

21. **Beautiful** is an **abstract** word. We cannot go to a store and buy beauty. However, we believe and “see” the beauty because the writer supported this **abstract** idea with **concrete** words.
22. When you write, is it ok to use **abstract** words? \_\_\_\_\_  
Of course **abstract ideas** are important! But when we use them, we need to support them with **specific concrete details!**

# RECOGNIZING TRANSITIONS

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**Directions:** Follow the three steps below so that you will be able to understand what Transitions are, to recognize them in written essays, and to use them in your own writing.

Step 1 Study carefully this definition of the word “transition” as it relates to writing:

A **Transition (T)** is a word or phrase that links the sentence idea or paragraph ideas to the sentence idea or paragraph ideas coming up. Thus, a transition is a kind of bridge that helps carry the reader from one idea to another idea.

Step 2 Circle the *paragraph* Transitions (**T**) in the essay you wrote in Exercise 2b.

Step 3 Circle the *Specific Details (SD)* Transitions (**T**) in the essay you wrote in Exercise 2b.

## Common Transition Words and Phrases

accordingly	finally	nevertheless
after	first (second, third, etc.)	next
after that	for example	on the contrary
afterward	for instance	on the other hand
also	for this reason	once...now
and	furthermore	one
another	hence	or
as a result	however	other
as soon as	in addition	otherwise
at first	in spite of	similarly
at last	in the first place	soon
at the same time	(in the second place, etc.)	that is
before long	in the meantime	then
beside	instead	therefore
but	later	thus
consequently	likewise	to begin with
even if	meanwhile	when
even so	moreover	yet

**Note:** Transitions between SDs are not always necessary, but use them whenever you feel they are necessary to make your writing “flow.”



## CONVENTIONS RUBRIC

### 4: Exemplary — Exceeds the Standard

- Consistently uses proper paragraph form
- Effectively uses proper punctuation and capitalization
- Actively applies correct grammar, spelling, sentence structure, and word variety

### 3: Expected — Meets the standard with quality

- Uses proper paragraph form
- Usually employs proper punctuation and capitalization
- Adequately applies correct grammar, spelling, sentence structure, and word variety

### 2: Nearly There — Inconsistently meets the standard

- Occasionally uses proper paragraph form
- Contains noticeable errors in punctuation and capitalization
- Inconsistently applies correct grammar, spelling, and sentence structure

### 1: Incomplete — Has not met the standard

- Uses improper paragraph form (does not indent; does not include five paragraphs)
- Misuses punctuation and capitalization
- Incorporates many errors of grammar, spelling, and/or sentence structure

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Conventions Rubric Score: \_\_\_\_\_

## CONVENTIONS RUBRIC

### 4: Exemplary — Exceeds the Standard

- Consistently uses proper paragraph form
- Effectively uses proper punctuation and capitalization
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### 2: Nearly There — Inconsistently meets the standard

- Occasionally uses proper paragraph form
- Contains noticeable errors in punctuation and capitalization
- Inconsistently applies correct grammar, spelling, and sentence structure

### 1: Incomplete — Has not met the standard

- Uses improper paragraph form (does not indent; does not include five paragraphs)
- Misuses punctuation and capitalization
- Incorporates many errors of grammar, spelling, and/or sentence structure

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Conventions Rubric Score: \_\_\_\_\_

# EXPLANATORY ESSAY RUBRIC

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## 4: Exemplary Essay — Exceeds the standard

- Completely, and with great detail, meets the criteria of an Explanatory Essay
- Demonstrates true understanding and consistent application of all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Includes interesting, appropriate Transitions to begin each paragraph
- Uses effective, interesting first and last sentences
- Includes descriptive commentary such as feelings, opinions, observations, or reflections in addition to the concrete Specific Details

## 3: Expected Essay — Meets the standard with quality

- Adequately includes all the criteria of an Explanatory Essay
- Applies all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Includes Transitions to begin each paragraph
- Uses effective first and last sentences
- May include descriptive commentary such as feelings, opinions, observations, or reflections in addition to the concrete Specific Details

## 2: Nearly There — Inconsistently meets the standard

- Includes some of the criteria of an Explanatory Essay
- Attempts to (or inconsistently) include the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (may not demonstrate understanding of concrete nature of Specific Details)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Inconsistently uses Transitions to begin paragraphs
- Inconsistently or incorrectly attempts interesting first and last sentences

## 1: Incomplete — Has not met the standard

- Does not include the criteria of an Explanatory Essay
- Does not include some or all of the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Inconsistently uses or does not use Transitions to begin paragraphs
- Little or no attempt to write interesting first and last sentences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Rubric Score: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# PERSUASIVE ESSAY RUBRIC (1)

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## 4: Exemplary Essay — Exceeds the standard

- Clearly and consistently contains all the following Persuasive Essay elements:
  1. Thesis is an important, interesting issue
  2. Relevant facts, experiences, and/or experts' opinions to support thesis
  3. Essay invites the audience to share the author's opinion
  4. Persuasive language adds emphasis to author's opinion
  5. Author commentary on facts and Specific Details to further enhance the emphasis of the Thesis
- Demonstrates true understanding and consistent application of all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Includes interesting, appropriate Transitions to begin each paragraph
- Uses effective, interesting first and last sentences
- Includes descriptive commentary such as feelings, opinions, observations, or reflections in addition to the concrete Specific Details

## 3: Expected Essay — Meets the standard with quality

- Adequately contains all the following Persuasive Essay elements:
  1. Thesis is an important, interesting issue
  2. Relevant facts, experiences, and/or experts' opinions to support thesis
  3. Essay invites the audience to share the author's opinion
  4. Persuasive language adds emphasis to author's opinion
  5. Author commentary on facts and Specific Details to further enhance the emphasis of the Thesis
- Applies all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Includes Transitions to begin each paragraph
- Uses effective first and last sentences
- May include descriptive commentary such as feelings, opinions, observations, or reflections in addition to the concrete Specific Details

# PERSUASIVE ESSAY RUBRIC (2)

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## 2: Nearly There — Inconsistently meets the standard

- Lacks some of the following Persuasive Essay elements
  1. Thesis is an important, interesting issue
  2. Relevant facts, experiences, and/or experts' opinions to support thesis
  3. Essay invites the audience to share the author's opinion
  4. Persuasive language adds emphasis to author's opinion
  5. Author commentary on facts and Specific Details to further enhance the emphasis of the Thesis
- Attempts to (or inconsistently) include the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (may not demonstrate understanding of concrete nature of Specific Details)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Inconsistently uses Transitions to begin paragraphs
- Inconsistently or incorrectly attempts interesting first and last sentences

## 1: Incomplete — Has not met the standard

- Does not contain many of the following Persuasive Essay elements:
  1. Thesis is an important, interesting issue
  2. Relevant facts, experiences, and/or experts' opinions to support thesis
  3. Essay invites the audience to share the author's opinion
  4. Persuasive language adds emphasis to author's opinion
  5. Author commentary on facts and Specific Details to further enhance the emphasis of the Thesis
- Does not include some or all of the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Inconsistently uses or does not use Transitions to begin paragraphs
- Little or no attempt to write interesting first and last sentences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Rubric Score: \_\_\_\_\_

Comments: \_\_\_\_\_

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# CONTRAST ESSAY RUBRIC (1)

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## **4: Exemplary Essay — Exceeds the standard**

- Consistently and completely meets the criteria for Contrast Essay:
  1. Thesis strongly indicates a contrast of two elements in three areas
  2. Body paragraphs maintain consistent order of points being contrasted
- Demonstrates true understanding and consistent application of all three organizational principles:
  1. Preview Thesis with related Bing, Bang, Bongo
  2. All General Statements (Bing, Bang, Bongo) have relevant support from Specific Details (facts, concrete examples)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Includes interesting, appropriate Transitions to introduce each paragraph
- Includes appropriate Contrast Transitions within the body paragraphs
- Uses effective, interesting first and last sentences

## **3: Expected Essay — Meets the standard with quality**

- Adequately meets the criteria for Contrast Essay:
  1. Thesis adequately indicates a contrast of two elements in three areas
  2. Body paragraphs maintain consistent order of points being contrasted
- Applies all three organizing principles:
  1. Preview Thesis with related Bing, Bang, Bongo
  2. All General Statements (Bing, Bang, Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Includes transitions to begin each paragraph
- Includes Contrast Transitions within the body paragraphs
- Uses effective first and last sentences

# CONTRAST ESSAY RUBRIC (2)

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## 2: Nearly There — Inconsistently meets the standard

- Meets most of the criteria for Contrast Essay
  1. Thesis adequately indicates a contrast of two elements in three areas
  2. Body paragraphs attempt to (or inconsistently) maintain order of points being contrasted
- Attempts to (or inconsistently) applies all three organizing principles:
  1. Preview Thesis with related Bing, Bang, Bongo
  2. All General Statements (Bing, Bang, Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Inconsistently uses Transitions to begin paragraphs
- Inconsistently or incorrectly uses Contrast Transitions within the body paragraphs
- Inconsistently or incorrectly attempts interesting first and last sentences

## 1: Incomplete — Has not met the standard

- Does not contain many of the Contrast Essay elements:
  1. Thesis adequately indicates a contrast of two elements in three areas
  2. Body paragraphs maintain consistent order of points being contrasted
- Does not include some or all of the three organizing principles:
  1. Preview Thesis with related Bing, Bang, Bongo
  2. All General Statements (Bing, Bang, Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Thesis, including Bing, Bang, and Bongo in same order
- Inconsistently uses or does not use Transitions to begin paragraphs
- Inconsistently uses or does not use Contrast Transitions within the body paragraphs
- Little or no attempt to write interesting first and last sentences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Rubric Score: \_\_\_\_\_

Comments: \_\_\_\_\_

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# EDITING GUIDE (1)

## WORD ERRORS

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These 90% rules apply to most, but not all, writing situations. Since English is a blend of Latin and Germanic languages, and had developed extensively as a language before grammar rules were superimposed on it, the language includes many exceptions. Use the **Editing Guide** when you edit your Rough Draft prior to writing your Final Draft. Your teacher will write correction symbols in the margins of your essays keyed to the **Editing Guide**. Compare any mistake marked with the example mistake and correct it according to the model given.

### Word Errors

#### sp = misspelling

##### Wrong:

I don't beleive you. He recieved an A.

His nieghbor wieghs 200 pounds.

##### Right:

I don't **believe** you. He **received** an A.

His **neighbor weighs** 200 pounds.

**90% Rule:** Write “-ie” except after “-c” or when the sound is “long a” as in “neighbor” or “weigh.”

##### Wrong:

To misspell is not illegal but it is unecessary.

##### Right:

To **misspell** is not **illegal** but it is **unnecessary**.

**90% Rule:** Keep the spelling of the original word when adding a prefix such as “-il,” “-mis,” or “-un.”

##### Wrong:

His meanness finaly caused his downfall.

Her happyness was readyly accepted.

##### Right:

His **meanness finally** caused his downfall.

Her **happiness was readily** accepted.

**90% Rule:** Keep the spelling of the original word when adding the suffixes “-ness” or “-ly,” except words ending with “-y” which change to “-i.”

##### Wrong:

The bushes hid monkies eating a loaf of bread covered with flys.

##### Right:

The bushes hid **monkeys** eating a loaf of bread covered with **flies**.

**90% Rule:** When forming plurals, change words ending in “-y” to “-ies” after a consonant and to “-ys” after a vowel.

##### Wrong:

Joe was careing for whatever was useable.

##### Right:

Joe was **caring** for whatever was **usable**.

**90% Rule:** Drop the final “-e” before adding a suffix **beginning with a vowel** such as “-ing” or “-able.”

##### Wrong:

Joe was carful not to go ninty miles an hour.

##### Right:

Joe was **careful** not to go **ninety** miles an hour.

**90% Rule:** Keep the final “-e” when adding a suffix **beginning with a consonant** such as “-ful” or “-ty.”

## EDITING GUIDE (2)

### WORD ERRORS

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**Wrong:**

Jim was planing a trip.

**Right:**

Jim was **planning** a trip.

**90% Rule:** Double the last consonant of one syllable words when adding a suffix **beginning with a vowel** such as “-ing” or “-ed.”

**Wrong:**

It occured to Jill that Sam was lying.

**Right:**

It **occurred** to Jill that Sam was lying.

**90% Rule:** Double the final consonant of multi-syllable words when adding “-ing” or “-ed” **if the last syllable is accented**.

### c = capitalization

**Wrong:**

Captain bill is the handsome captain of the mighty mo, the pride of missouri.

The indians of the west were not originally christians.

He spoke to president Lincoln about traveling to richmond, virginia.

**Right:**

Captain **B**ill is the handsome captain of the **M**ighty **M**o, the pride of **M**issouri.

The **I**ndians of the **W**est were not originally **C**hristians.

He spoke to **P**resident Lincoln about traveling to **R**ichmond, **V**irginia.

**90% Rule:** Capitalize each sentence's first word, all titles, and all proper nouns and proper adjectives (persons, geographical names and regions, organizations and businesses, ethnic groups, religions etc.).

### ww = wrong word

**Wrong:**

Joe is to handsome. Susie is very pretty, to.

**Right:**

Joe is **too** handsome. Susie is very pretty, **too**.

**90% Rule:** Use “too” when you wish to say “how much” or “also.”

**Wrong:**

Gary ran too school in order too get there on time.

**Right:**

Gary ran **to** school in order **to** get there on time.

**90% Rule:** Use “to” to begin a prepositional phrase and to precede an infinitive verb.

**Wrong:**

I threw there helmets over their.

**Right:**

I threw **their** helmets over **there**.

**90% Rule:** Use the possessive pronoun “their” for possession; use the adverb “there” for location.

**Wrong:**

Their not going to win.

**Right:**

**They're** not going to win.

**90% Rule:** Use “they're” for the contraction “they are.”



## EDITING GUIDE (3)

### WORD ERRORS

---

**Wrong:**

His expensive clothes did not effect the bad affect his poor manners had on her father.

**Right:**

His expensive clothes did not **affect** the bad **effect** his poor manners had on her father.

**90% Rule:** Use “affect” when the meaning is “to influence.” Use “effect” when the meaning is “a result.”

### v = verb problem

(Common errors are subject-verb agreement and verb tense shift.)

**Wrong:**

The signs on top of the building was gone.

The winner of both races were from town.

**Right:**

The **signs** on top of the building **were** gone.

The **winner** of both races **was** from town.

**90% Rule:** Use a verb that agrees in number with the subject, not the nearest noun.

**Wrong:**

Last night Sue was skating when she cries out, “I’m falling.”

**Right:**

Last night Sue was skating when she cried out, “I’m falling.”

**90% Rule:** Keep verbs in the same sentence in the same tense, with the exception of quotations.

### om = omission of vital element

**Wrong:**

While boxing, Sam broke nose.

**Right:**

While boxing, Sam broke **his** nose.

**90% Rule:** Use essential words or possessive pronouns such as “his” for clear meaning.

### pro = pronoun problem

(Common errors confuse the antecedent and the pronoun.)

**Wrong:**

Miss Jones told Mary that she might have to stay after school.

**Right:**

Miss Jones told Mary that she, **Miss Jones**, might have to stay after school.

**90% Rule:** Repeat the noun to refer the pronoun to its antecedent and use commas for clear meaning.

**Wrong:**

Bill and John were shouting, for he wanted different kinds of help.

**Right:**

Bill and John were shouting, for **they** wanted different kinds of help.

**90% Rule:** Use a pronoun that agrees with its antecedent in number.

# EDITING GUIDE (4)

## WORD ERRORS

---

### ro = run-on sentence

**Wrong:**

The team won the game, it fought hard.

**Right:**

The team won the game; it fought hard.

**90% Rule:** Use a semicolon instead of a comma to separate two sentences.

**Wrong:**

Tom hit a home run, he has hit 20 so far this season.

**Right:**

Tom hit a home run, **and** he has hit 20 so far this season.

**90% Rule:** Use a comma and a conjunction such as “and” to join two main sentences.

### sf = sentence fragment

**Wrong:**

Jill cried, Because Bill lost the match.

**Right:**

Jill cried **because** Bill lost the match.

**90% Rule:** Do not punctuate subordinate clauses (that is, groups of words beginning with a conjunction such as “because”) as a main sentence.

**Wrong:**

Running into Bob, Jill laughed.

**Right:**

Running into Bob, Jill laughed.

**90% Rule:** Do not punctuate phrases (that is, groups of words without a subject and/or a verb) as a main sentence.

### mm = misplaced modifier

**Wrong:**

The girl with red wheels has a **black car**.

Barking by the tree, I caught the **dog**.

**Right:**

The girl has a **black car with red wheels**.

I caught the **dog barking by the tree**.

**90% Rule:** Place any noun modifier as close as possible to the noun the modifier describes.

### # = broken parallel structure

**Wrong:**

Bob loved **to** swim, eat, and dancing.

**Right:**

Bob loved **to** swim, eat, and **dance**.

**90% Rule:** Use the same grammatical form for two or more items in a series.

### w = wordiness

**Wrong:**

Last night Sue, who is my sister and who loves Sam, was skating when she cried out, “I’m falling,” and she scared me to death.

**Right:**

Last night while she was skating, my sister Sue scared me to death when she cried out, “I’m falling.”

**90% Rule:** Delete thoughts that have nothing to do with one another.

### k= awkward

**90% Rule:** Do not put more thoughts in one sentence than your grammatical ability can handle, as this practice will result in awkward or confusing sentence structure.

# EDITING GUIDE (5)

## PUNCTUATION ERRORS

---

### Punctuation Errors

Punctuation rules are always changing based on common usage. Often they vary according to the editing style of different publications. However, these 90% rules generally will be accepted and, in any event, will be correct at least 90% of the time.

#### p/ic = punctuation/introductory comma

**Wrong:**

Lonely Jim cried.

**Right:**

Lonely, Jim cried.

**90% Rule:** Set off introductory words ending in “-ly” with a comma.

**Wrong:**

Running up the hill Joe fell.

**Right:**

Running up the hill, Joe fell.

**90% Rule:** Set off introductory phrases (beginning with words ending in “-ing” which describe another word in the sentence) with a comma.

**Wrong:**

To win the game Sam cheated.

**Right:**

To win the game, Sam cheated.

**90% Rule:** Set off introductory phrases (beginning with “to” plus a verb which describe another word in the sentence) with a comma.

**Wrong:**

Up the hill by the tree Jill found her ring.

**Right:**

Up the hill by the tree, Jill found her ring.

**90% Rule:** Set off phrases beginning with two prepositions (such as “up” and “by”) with a comma.

**Wrong:**

After Sam fell the horse ran off.

**Right:**

After Sam fell, the horse ran off.

**90% Rule:** Set off phrases beginning with “after,” “when,” “since,” “because,” “until,” “even though,” “as,” “if,” plus a subject and verb with a comma.

#### p/sc = punctuation/series comma

**Wrong:**

Mary Susie and Jane loved dogs cats and horses.

**Right:**

Mary, Susie, and Jane loved dogs, cats, and horses.

**90% Rule:** Set off three or more items in a series with commas.

#### p/cc = punctuation/coordinate clause comma

**Wrong:**

Jo kissed Bill and she hugged George.

**Right:**

Jo kissed Bill, and she hugged George.

**90% Rule:** Set off two coordinate clauses or main sentences joined by conjunctions such as “and,” “or,” “nor,” and “for” with a comma.

# EDITING GUIDE (6)

## PUNCTUATION ERRORS

---

### p/spc = punctuation/subordinate clause and phrase comma

**Wrong:**

Jo kissed Bill who was her husband.

**Right:**

Jo kissed **Bill, who** was her husband.

**90% Rule:** Set off proper noun clauses (names of particular people or places joined by “who” or “whom”) with a comma.

**Wrong:**

Jo kissed the man, who was her husband.

**Right:**

Jo kissed the **man who** was her husband.

**90% Rule:** Do not set off common noun clauses with a comma unless the noun is previously modified (see next example).

**Wrong:**

Jo kissed the very tall man\_who was her husband.

**Right:**

Jo kissed the very tall **man, who** was her husband.

**90% Rule:** Set off common noun clauses with a comma if the noun has been previously modified.

**Wrong:**

Jo hugged George her brother.

**Right:**

Jo hugged **George, her brother**.

**90% Rule:** Set off a common noun that renames a proper noun with a comma.

**Wrong:**

Jo hugged her brother, George.

**Right:**

Jo hugged her **brother George**.

**90% Rule:** Do not set off a proper noun that renames a common noun (describing a close relationship such as brother, mother, or sister) with a comma.

**Wrong:**

Joe, fell running up the hill.

**Right:**

**Joe fell** running up the hill.

Running up the hill, is hard for Joe.

**Running up the hill is** hard for Joe.

To win the game, was Sam's desire.

**To win the game was** Sam's desire.

**90% Rule:** Do not set off a subject from its verb with a comma.

**Wrong:**

Jo kissed Bill, and hugged George.

**Right:**

Jo **kissed Bill and hugged** George.

**90% Rule:** Do not set off two verbs joined by “and” with a comma.

### p/s = punctuation/semicolon

**Wrong:**

The president wants to spend less money.\_Congress wants to spend more.

**Right:**

The president wants to spend less money; Congress wants to spend more.

**90% Rule:** Set off two or more short, closely related sentences with a semicolon if no conjunction is used.

# EDITING GUIDE (7)

## PUNCTUATION ERRORS

---

**Wrong:**

Jo kissed Bill, who was her husband **and** she hugged George, her brother.

**Right:**

Jo kissed Bill, who was her husband; **and** she hugged George, her brother.

**90% Rule:** Set off two or more sentences with a semicolon if one or more has a comma used inside it.

### p/c = punctuation/colon

**90% Rule:** Use a colon to indicate that a list is coming. It is especially useful for a Thesis Statement.

*Note also that if your main points contain commas, a semi-colon is used to separate them rather than a comma.*

**Example:** Three reasons why excessive school absences are a problem: teachers sometimes rely on students to make presentations, students can fall behind in their work, and student friendships can be lost.

**Example:** Three reasons why excessive school absences are a problem: students disappoint teachers who rely on them to give reports, decorate bulletin boards, or run equipment; students fall behind in their work, become discouraged, and stop studying; and students disappoint friends who want to study with them, talk with them at lunch, or ask their advice about problems.

### p/a = punctuation/apostrophe

**Wrong:**

Joans car had a scratch on it's left side.

**Right:**

Joan's car had a scratch on its left side.

**90% Rule:** Use the apostrophe to show possession and to show omitted letters in contractions.

### p/q = punctuation/quotation marks

**90% Rule:** Use quotation marks around words directly said by someone or around sentences directly copied from another's writing.

**Example:** Joe said to Mary, "I can't believe you said that!"

**Example:** "Simplify, simplify, simplify!" cried out Thoreau in his essay.

### p/d = punctuation/dash

**90% Rule:** Use dashes in pairs to set off long appositives (a clause or a phrase which renames a noun preceding it).

**Example:** Sam decided that the sports car—the convertible with the black leather interior—was the car of his dreams.

# EDITING MARKS

Editing Mark	Examples in Text	Meaning
	watch out!	Capitalize the letter.
	I love <del>D</del> ogs.	Use lowercase.
	People ran qu <sup>i</sup> ckly.	Insert a letter. (This symbol is called a caret.)
	Place a period here	Insert a period.
	When it rains the river overflows.	Insert a comma.
	...with me. The next day...	Start a new paragraph.
	Good morning,  Carrie called.	Insert quotations.
	pop  corn	Join words.
	Kristen <del>and</del> and Steve wrote this essay.	Delete this word.
	Stacy <sup>and</sup> Barb like it.	Insert a word.
	Can you  come me?	Reverse word order.
	Make a wise  decision.	Insert a space.
	The old  baer growled.	Check spelling.

WRITING TALLY SHEET

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Assignment #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>ESSAY FORM</b>																
book title italics																
essay title interesting																
<b>Paragraph 1</b>																
interest catcher																
preview thesis (PT)																
<b>Body Paragraphs</b>																
transition word																
general statements (GSs)																
"Bing, Bang, Bongo"																
specific details (SDs)																
<b>Paragraph 5</b>																
transition word																
restated thesis																
closing																
<b>MECHANICS</b>																
<b>Word Errors</b>																
misspellings																
capitalization																
wrong word																
verb use																
missing word																
pronoun error																
<b>Sentence Errors</b>																
run on																
fragment																
wordiness																
hard to understand																
<b>Punctuation Errors</b>																
comma																
semi-colon																
colon																
apostrophe																
quotation mark																
question/exclamation																

## ESSAY TITLE LIST

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[illegible]



# NARRATIVE ESSAY

## TEACHING DIRECTIONS

Many states have English-Language Arts Content Standards that guide the styles of writing to be taught in grades K–12. This program will utilize the writing styles designated by the State of California, primarily because the writers of this program as well as follow-up editors taught in that state. You will find that the STEPS approach and structure adapt easily to your local requirements.

### Definition

A narrative essay does the following:

- Describes an experience or situation (real or imagined) important to the author
- Provides vivid details and examples appealing to the senses
- Is written in the first person (using “I,” writing from the author’s perspective)

### Materials

- NARRATIVE ESSAY RUBRIC — *class set + one to post (optional)*
- \*Writing Folders — *class set (contents as needed)*

\*See **Setup Directions 6, Writing Folders** for more information about Writing Folders.

### Before You Begin

1. Determine the type of narrative essay your students will write. This is a broad category of writing! Before planning your narrative instructional unit, narrow the scope by selecting from one of the following examples, or use your own. Some specific narrative essays, which work with the STEPS principles, include:
  - Autobiographical Incident
  - Biographical Sketch
  - Personal Narrative
2. Before introducing narrative writing, decide if your students will select their own topic to narrate, or if you will assign a class-wide thesis. Consider the following factors influencing this decision:
  - your district (or state) requirements—perhaps you have a district-wide narrative writing prompt used for assessment.
  - the students’ experience and mastery of the STEPS organizational principles.
3. Prepare display copies of student writings showing all levels of Rubric scoring for discussion with students about how the essays exceed, meet, or fall below expectations in structure, content, and mechanics.



*It might help your students to practice writing to someone else’s prompt.*

# NARRATIVE ESSAY RUBRIC

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## 4: Exemplary Essay — Exceeds the standard

- Consistently and completely meets criteria for Narrative Essay
- Demonstrates true understanding and consistent application of all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary re-states Thesis, including Bing, Bang, and Bongo in same order
- Includes interesting, appropriate Transitions to begin each paragraph
- Uses effective, interesting first and last sentences
- Includes descriptive commentary such as feelings, opinions, observations, or reflections in addition to the concrete Specific Details

## 3: Expected Essay — Meets the standard with quality

- Adequately meets criteria for Narrative Essay
- Applies all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary re-states Thesis, including Bing, Bang, and Bongo in same order
- Includes transitions to begin each paragraph
- Uses effective first and last sentences
- May include descriptive commentary such as feelings, opinions, observations, or reflections in addition to the concrete Specific Details

## 2: Nearly There — Inconsistently meets the standard

- Meets some criteria for Narrative Essay
- Attempts to (or inconsistently) include the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (may not demonstrate understanding of concrete nature of Specific Details)
  3. Summary re-states Thesis, including Bing, Bang, and Bongo in same order
- Inconsistently uses Transitions to begin paragraphs
- Inconsistently or incorrectly attempts interesting first and last sentences

## 1: Incomplete — Has not met the standard

- Does not meet criteria for Narrative Essay
- Does not include some or all of the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details
  3. Summary re-states Thesis, including Bing, Bang, and Bongo in same order
- Inconsistently uses or does not use Transitions to begin paragraphs
- Little or no attempt to write interesting first and last sentences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Rubric Score: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_







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# EXPLANATORY LITERATURE ESSAY

## TEACHING DIRECTIONS

### Definition

An explanatory literature essay is the most basic of the literary analysis essays your students will write. Through this essay, you will introduce the conventions of author and title use and the correct use of quotes as Specific Details (SDs).

### Materials

- EXERCISE 1 (1a, 1b) — *class set + display copies*
- EXPLANATORY ESSAY RUBRIC: Literature — *class set + one to post (optional)*
- CHECK YOURSELF CHART: Explanatory Literature Essay — *class set*
- \*Writing Folders — *class set (contents as needed)*

\*See **Setup Directions 6, Writing Folders** for more information about Writing Folders.

### Preparation

1. Assign a short story or play for your class to read in advance.
2. Write a list of essay topics on the board or overlay. Use those on EXERCISE 1a and supplement with other topics.
3. Be sure that all topics on the list fall into the explanatory and not the contrast essay category.

### Procedure

1. Hand out EXERCISE 1 (1a, 1b).
2. Divide the class into study quads. Give each group one literary topic to take notes on as they read and discuss the story or play. (See the suggested topics in Step 1 of EXERCISE 1a. and show as overlay or on board.)
3. Ask each group to discuss the main ideas of its assigned topic.
4. Have group members individually work their way through both EXERCISE 1 handouts.
  - a. Give students plenty of time and considerable help as they do these exercises on their own topics.
  - b. Encourage them to work in pairs so they can help one another through all the steps.
5. Have study quads split into study pairs and read one another's rough drafts using the CHECK YOURSELF CHART: Explanatory Literature Essay before they write their final drafts.



*It is a good idea to have teacher checkpoints after students complete Steps 2, 4, and 9.*



# EXPLANATORY LITERATURE ESSAY

## TEACHING DIRECTIONS

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6. To optimize peer teaching experiences for your students have the Quad members then conduct a Read-a-round, with each editor filling out the **Student Readers' Suggestions** section on the bottom of the CHECK YOURSELF CHART: Explanatory Literature Essay.
7. After students have evaluated one another's essays, have them complete their final drafts, then turn in the essays for final grading.
  - a. Teachers often find it useful to have the rough drafts and CHECK YOURSELF CHARTS turned in at the same time. This allows the teacher to see if the student is paying attention to the peer (or teacher) comments and to evaluate the sophistication of the peer editing.
  - b. Insist that students correct whatever mechanical mistakes you have marked that the editors missed before you record their grades. (We would usually give a half grade bonus for this work.)
  - c. If you are using the essay progress charts (WRITING TALLY SHEET and ESSAY TITLE LIST) have the students complete them.

# EXERCISE 1A

## WRITING AN EXPLANATORY LITERATURE ESSAY

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Step 1 Choose one of these Topics, one your teacher suggests, or one you create yourself:

- Motivations of a key character
- Traits of a main character
- Plot elements of a story/play
- Setting elements of a story/play
- Style techniques of the author
- Ideas (themes) of the author

Step 2 Make a **Focus Question (FQ)** out of your topic, making sure you identify the story title and its author:

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Step 3 List two to five **General Statement (GS)** ideas that you wish to explain about your topic so that you will answer your Focus Question. Number these ideas in increasing order of importance so that the most important point comes last. If all ideas are of equal importance, or if logic dictates a chronological order, number the ideas accordingly.

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Step 4 Choose the three most significant General Statements:

**Bing:** \_\_\_\_\_

**Bang:** \_\_\_\_\_

**Bongo:** \_\_\_\_\_

Step 5 Write your **Preview Thesis (PT)** by identifying the story with its title and author, then add the Bing, Bang, and Bongo elements in the order assigned in Step 4.

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# EXERCISE 1B

## WRITING AN EXPLANATORY LITERATURE ESSAY

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Step 6 Make a brief Phrase Outline. (The Roman numerals contain the ideas; the lettered subpoints contain the supporting facts, incidents, and quotations.)

I. **Bing GS:** \_\_\_\_\_

\_\_\_\_\_

A. **SD** \_\_\_\_\_

B. **SD** \_\_\_\_\_

II. **Bang GS:** \_\_\_\_\_

\_\_\_\_\_

A. **SD** \_\_\_\_\_

B. **SD** \_\_\_\_\_

III. **Bongo GS:** \_\_\_\_\_

\_\_\_\_\_

A. **SD** \_\_\_\_\_

B. **SD** \_\_\_\_\_

Step 7 Rewrite the Preview Thesis' three ideas into a **Summary (S)**. Avoid using the same words you used in your PT. Also write the Theme, the story or play's comment on life that the author wishes to communicate to the reader.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Step 8 Write a Rough Draft using pencil or compose on computer and print it out. Follow your plan above—Step 5 and Step 6. Check carefully to ensure that you include **Transitions** to link together your paragraph ideas and your **GSs** and **SDs** within your paragraphs.

Step 9 With your Study Pair partner, study both columns of the **Check Yourself Chart: Explanatory Literature Essay**, and help one another correct mechanics and form errors. Your teacher may suggest that you participate in a Study Quad Read-a-round to improve your style. You may receive valuable help from the suggestions other students offer at the bottom of the Check Yourself Chart. Write your final draft in ink or compose it on computer and print it out. Staple all eight steps' work under the final, polished copy, and hand it in to your teacher.

## COMPARING TWO LITERATURE ESSAYS

### TEACHING DIRECTIONS

Although these comparison essays are essentially self-teaching, even advanced high school students will benefit from adult guidance with the lessons.

#### Materials

- EXERCISE 2 (2a–2f) — *class set + display copies*
- EXERCISE 3 (3a–3c) — *class set + display copies*
- EXPLANATORY ESSAY RUBRIC: Literature — *class set + one to post (optional)*
- CHECK YOURSELF CHART: Explanatory Literature Essay — *class set*
- EXPLANATORY ESSAY DIAGRAM — *as needed or display copy*
- Writing Folders — *class set (contents as needed)*

#### Procedure

1. Hand out EXERCISE 2 (2a–2f). Allow time for students to quickly read the two model essays.
2. Show the EXERCISE 2a display copy. Ask students to point out the differences in how the **Interest Catcher** is expanded, how the **Transitions** are developed, and how each essay still ends its Introduction with a **Preview Thesis**.
3. Show the EXERCISE 2b display copy. Have students note how a section is controlled in much the same way that the entire essay is controlled; that is, with a modified Preview Thesis beginning a section indicating the main points of the paragraphs to come. Note paragraphs 3 and 4 of the longer essay example. Both paragraphs deal with the **Bing aspect of the PT** (basic truths found in daily life), but the first Bing paragraph covers “mundane events that constitutes a person’s daily life” and the next paragraph “continues into the evening.”
4. Show the EXERCISE 2f display copy. Have students note how the two essays differ most in their development of **Summary** elements (sentences to paragraphs).
5. Distribute EXERCISE 3 (3a–3c). Walk students through the essay outline process. Since your students are advanced writing students, they can immediately start planning their own essays using this exercise. For those visual learners in your classes, distribute or display the EXPLANATORY ESSAY DIAGRAM.



*As needed, review the plot, characterization, setting, style, and theme elements using literature that is familiar to the students.*

## COMPARING TWO LITERATURE ESSAYS

### TEACHING DIRECTIONS

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6. Establish checkpoints for students to check with you as they develop their papers. Logical checkpoints follow Step 1, Step 2, and Step 4 of EXERCISE 3. Having students work in editing pairs will cut down on the necessity for your help. (Peer teaching among capable students can be very powerful.)
7. Before students write their final drafts, have them read their rough drafts to one another in editing quads. Remind students to seek and offer critical help on content and clarity prior to preparing the final drafts. Distribute the EDITING GUIDES and CHECK YOURSELF CHART: Explanatory Literature Essay as necessary.

## EXERCISE 2A

### COMPARING TWO LITERATURE ESSAYS

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#### Directions:

Having mastered writing a Literature Essay, you are now ready to expand your composition with more details and more sophisticated organization. As you read these essays together, compare how the paragraphs in the first essay are expanded into sections of several paragraphs in the more advanced Essay.

**Focus Question:** How does Thornton Wilder use his character Emily Webb in his play *Our Town* to show basic truths about life?

#### Literature Essay (5 paragraphs)

##### *Emily Webb: A Small Town Girl*

*What accounts for the continuing success of the play *Our Town*, a seemingly simple drama about small town life in America around the turn of the twentieth century? Why do adults return time and again to see this production? What makes this play so popular? Why do persons of all ages feel so emotionally moved by its simple plot? Answering such questions is aided by examining how author Thornton Wilder uses a key character, Emily Webb, to show his beliefs about daily life, love and marriage, and death.*

#### Notes contrasting the first essay with the more advanced essay

- The title shows more sophistication.
- The introduction is expanded to include more information; it is split into two paragraphs, yet it still ends with a Preview Thesis.

*During the first act, Wilder uses Emily Webb, the daughter of the small town's newspaper editor, to show the many trivialities that occupy a person's daily life. Emily gets up, dresses, and has breakfast with her family before rushing off to school with George and Rebecca Gibbs, the neighbor children of the town doctor. Returning from school later in the day, she first tells her mother how she*

#### Advanced Literature Essay (13 paragraphs)

##### *Emily Webb: Symbol of Every Girl*

1 *What accounts for the continuing success of the play *Our Town*, a seemingly simple drama about small town life in America around the turn of the twentieth century? Once America became aware of this, play after its initial Broadway production in 1955, high school, college, and community drama groups began producing it year after year. In fact, every weekend of the year adults return to experience this play that they either saw as a youth or read in their eleventh grade American literature classes.*

2 *Why do they return? What makes this play so popular? Why do persons of all ages feel so emotionally moved by its simple plot? To answer such questions we must examine how author Thornton Wilder uses his key character Emily Webb to show his beliefs about the basic truths found in daily life, love and marriage, and death.*

3 *During the first act, Emily Webb, the daughter of the small town's newspaper editor, experiences many of the mundane events that constitute a person's daily life. During the daylight hours she is occupied with school and personal concerns. She gets up, dresses, and has breakfast with her family before rushing off to school with George and Rebecca Gibbs, the neighbor children of the town doctor. Returning from school later in the day, Emily first tells her mother she made a wonderful speech at school on the Louisiana Purchase, then carefully directs the*

## EXERCISE 2B

### COMPARING TWO LITERATURE ESSAYS

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*made a wonderful speech at school on the Louisiana Purchase. Then she pleads with her mother to tell her whether she's pretty enough to attract boys. Late in the day she drinks in the moonlight and the other sounds and smells of nightfall. She and George Gibbs, the boy she's beginning to like who lives next door, hang out their bedroom windows as she gives him homework hints to help him solve his algebra problems. At first play viewers see no more meaning in these daily events than adolescent Emily does, but later in the play they realize their significance.*

- Note that the Bing Section is now expanded into two paragraphs. It contains a Supporting GS (SGS) for each paragraph in the Section.
- The first Bing paragraph (Paragraph 3) covers daily life in the daylight hours and has these limiting words: *daylight hours... school and personal concerns*. Paragraph 4's SGS has these limiting words: *daily life continues in the evening*.
- With plenty of space in the more advanced essay, a writer can use dialog for SDs. Notice Emily speaking to George and her father in paragraph 4.
- Paragraph 4 and the Bing Section end with an analytical comment by the author.

*When Act II begins, the Stage Manager, Wilder's spokesman who controls the drama's action, makes clear that this act, is concerned with love and marriage.*

- Note that in the more advanced essay, Bang is expanded into a GS section of four paragraphs on love and marriage (paragraphs 5–8).

*conversation to a personal concern. She asks, "Mama, am I good looking?" Since her mother, snapping some beans for the evening meal, answers somewhat vaguely, Emily keeps asking questions as she strives to find out if she's pretty enough to attract boys. When her mother tells her she's "pretty enough for all normal purposes," Emily replies disgustedly, "Oh mama, you're no help at all."*

4 *Emily's daily life continues in the, evening as she leans out her upstairs window, drinking in the moonlight and the other sounds and smells of nighttime. She and George Gibbs, the boy she's beginning to like who lives next door, are talking across the space between their open windows. The sounds of choir practice filter through the darkness and their conversation. Emily, awed by the night's beauty, tells George, "I can't work at all. The moon light's so terrible." But George, needing homework hints for his algebra, doesn't want to talk about nature. He keeps questioning the brighter Emily until she drops the increasingly obvious hints he needs. Finally, just before her mother returns from choir practice, Emily's father notices her at the window. "Why aren't you in bed?" he asks. She answers that she can't sleep yet because "the moon light's so wonderful." Her father tells her good night and walks into the house, whistling "Blest Be the Tie That Binds." At first, play viewers see no more meaning in these daily events than the adolescent Emily does. However, later, they realize Wilder has deliberately picked circumstances and emotional responses that are common to practically anyone who ever lived in a small town. He did so in order later to involve his audience in the play's deeper meaning.*

5 *When Act II begins, the Stage Manager, Wilder's spokesman who controls the drama's action, states three years have passed and makes clear that this act is concerned with love and marriage.*



## EXERCISE 2C

### COMPARING TWO LITERATURE ESSAYS

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First, guided by the Stage Manager, we see George and Emily walking home from school, engaged in an argument. Then there follows a tender love scene at Mr. Morgan's drug store, where the now calm Emily shyly uses her voice and eyes to tell George that she has always loved him. A commitment follows that leads to marriage. Yet Emily and George both hesitate at the beginning of the marriage ceremony later in that same act. George tells his mother that everybody's pushing him when all he wants is not to grow old. Emily hugs her father, crying out that she simply wants to remain a little girl. But when George and Emily really look at one another, they realize their love and overcome their fear of marriage. Then they go through the wedding ceremony as many of their small town neighbors watch. One, Mrs. Soames, cries even though she's happy and believes it's a "perfectly lovely wedding." Once again, Wilder is involving his viewers emotionally in Emily's love and marriage so that they can understand the play's message during Our Town's final act.

- Paragraph 6's SGS explains that George talks in detail about his future. The paragraph's SDs once again include direct quotations from the literary work the author is analyzing.

Wilder has the Stage Manager ask, "How do such things begin? George and Emily are going to show you..." As Emily leaves school with an armload of books, George rushes up to carry them and to talk with her. He's troubled. Lately he has sensed that she has been treating him "funny." Emily stops and decides to level with him. She criticizes him for being stuck up and interested only in baseball. George is shocked, but he defends himself. He tells Emily it's harder for boys to be good than it is for girls since "men aren't naturally good, but girls are." Fearing that she's hurt George deeply, Emily begins to cry, trying to hide her tears as townspeople pass on Main Street. To stop her tears, George suggests an ice cream soda.

6 In the scene that follows in Mr. Morgan's drug store, George, sensing that this is an important moment in his life, begins talking in detail about his future. He wonders if he must go off to agricultural school. Why not remain at home and work Uncle Luke's farm, he suggests. Emily, also sensing the importance of the moment, begins shyly using voice and eye contact to communicate how much she cares for George and how much she'd like to be part of his future. George takes a deep breath, turns to her, and asks, "Emily, if I do improve and make a big change—would you be—I mean, could you be—?" Once again Emily's tears flow as she answers, "I—I am now. I always have been." As the two young lovers innocently dive into their sodas to escape embarrassment, audience members know they are witnessing the moment of commitment that results in marriage. Everyone seems ready for the marriage ceremony that the Stage Manager earlier mentioned was going to take place in this act.



## EXERCISE 2D

### COMPARING TWO LITERATURE ESSAYS

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- Paragraph 7's SGS limits the paragraph's contents to **how the two lovers hesitate** just before the marriage ceremony begins.
- Paragraph 8's SGS focuses on **Grover's Corners' citizens** who are present for the wedding. I
- Paragraph 8 and the **Bang Section** end with another analytical comment by the author.
- Note that in the more advanced essay the Bongo GS introduces a GS section of four paragraphs on death (paragraphs 9–12).
- Paragraph 9's SGS introduces Emily's funeral.

When Act III begins in a graveyard, viewers recognize right away that death's presence requires a reexamination of the previous two acts' events. At first the audience is shocked because Emily's funeral is about to take place. The young bride who ran so radiantly through the audience only a few minutes ago has died in childbirth and is now being buried in her wedding dress. Calmly sitting down on a

7        Nevertheless, Emily and George both hesitate just before the marriage ceremony begins. George tells his mother that everybody's pushing him when all he wants is not to grow old. Emily hugs her father, crying out that she simply wants to remain a little girl. George and Emily thus represent all men and all women who suddenly want to escape when the wedding march is about to begin. But George's mother shames him into stopping his childishness. And Emily turns to George and strives to smother her doubts by telling him, "If you love me, help me. All I want is someone to love me." When George answers, "I will, Emily. I'll try," they fall into one another's arms, their fear of marriage overcome by their love.

8        Of course, marriage doesn't take place in a vacuum. Many Grover's Corners citizens are present for the wedding. As Emily's father earlier told George, "The women stand shoulder to shoulder, George. They make sure the knot gets tied in a mighty public way." During the ceremony, the choir sings "Blest Be the Tie That Binds," and citizens such as choir member Mrs. Soames cry. She wonders why she's crying when she's so happy, and it's such "a perfectly lovely wedding." Thus, throughout all the scenes in Act II, Wilder has once again involved his viewers in Emily's love and marriage in such a way that they can understand the play's message during Our Town's final act.

9        When Act III begins in Grover's Corners' graveyard, viewers are reminded that death intrudes into even the most mundane existence. While listening to "Blest Be the Tie That Binds" being sung by mourners standing under black umbrellas in a gentle rain, viewers suddenly realize that they are witnessing Emily's funeral. The young bride who ran so radiantly through the audience only a few minutes ago is now being buried in her wedding dress.

## EXERCISE 2E

### COMPARING TWO LITERATURE ESSAYS

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plain chair (her grave) beside her mother-in-law, Emily talks with the dead about the problem of getting used to death.

Suddenly she requests a chance to go back to life. The dead strongly urge her not to do so, but she ignores their advice. The Stage Manager takes her back to her twelfth birthday. But experiencing life with her newly acquired wisdom is too painful, for she not only lives life; she also watches herself living it while knowing what the future will bring. It hurts too much. In the play's emotional climax while standing center stage with tears pouring down her cheeks, Emily tells life: "Good-bye world... Good-bye Mama and Papa...and clocks ticking...and my butternut tree...and Mama's sunflowers...and food and coffee...and new-ironed dresses and hot baths...and sleeping and waking up... Oh earth, you're too wonderful for anyone to realize you!" Returning to her grave, she accepts her death. To the other dead she comments that live people don't understand. They don't appreciate daily life's magic moments. They go through life blind, shut up in little boxes."

Ever so simply Wilder begins a reexamination of previous events and shows his audience how life and death are intertwined, for Emily has died giving birth to her second child. Sitting on a plain chair (her grave) beside her mother-in-law, Emily talks with the dead about the problem of getting used to death. She tells Mrs. Gibbs, "Oh I wish I'd been here a long time! I don't like being new here." She requests a chance to go back to life. The dead strongly urge her not to do so, but she ignores, their advice and persists, compromising with them, saying she'll choose one of the less important days.

10 The Stage Manager takes her back to her twelfth birthday, during which a poignant scene follows. She sees Mr. Morgan's drugstore before he changed it from the place she remembers, where she and George first expressed their love for one another. She sees the old white picket fence, now torn down, that surrounded her childhood home. She sees the town milkman and policeman, now dead. She studies her parents' faces, younger and less lined than she recalls them just before her death. And she watches herself and her mother treating one another matter-of-factly, not showing love, not absorbing the wonder of each moment. She cries to her mother, "Mama, just for a moment, let's be happy. Let's look at one another!" but to no avail. The realization hits her that re-experiencing life with her newly acquired wisdom is too painful, for she not only lives life; she also watches herself living in it while knowing what the future will bring. It hurts too much. She tells, the Stage Manager, "I can't go on. It goes too fast. We don't have time to look at one another."

## EXERCISE 2F

### COMPARING TWO LITERATURE ESSAYS

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*So using his character Emily Webb, playwright Thornton Wilder leads his audience through the seemingly dull moments of daily existence, the excitement of courtship and marriage, and the meaning of death. Wilder shows us that human beings need to open their eyes to the most trivial items of daily existence. Wilder is urging us all to strive for more sensitivity. If we do, when we ourselves face death, we will feel no regret because we will know we have lived.*

The more advanced essay's Paragraphs 12 and 13 are summary paragraphs. After the Preview Thesis is restated, the author brings in another SD direct quotation, the crucial exchange between the Stage Manager and Emily that captures the play's theme.

Finally the author restates this theme in paragraph 13, relates it to our daily lives, and challenges us to absorb its meaning into our sensory, intellectual, and spiritual responses to life.

11 *Before returning to her grave to embrace death, Emily stands center stage in the play's emotional climax. With tears pouring down her cheeks, Emily tells life: "Good-bye world...Good-bye Mama and Papa...and clocks ticking...and my butternut tree...and Mama's sunflowers...and food and coffee...and new-ironed dresses and hot baths...and sleeping and waking up... Oh earth, you're too wonderful for anyone to realize you!" She asks the Stage Manager to take her back, and he does. Accepting death, she comments to the other dead that live people don't appreciate daily life's magic moments. They go through life blind, "shut up in little boxes." With this final ironical comment, Thornton Wilder underlines his belief that often the people shut up in coffins are not the, dead but the living—if they miss the wonder and beauty of life's "insignificant" moments.*

12 *So using his character Emily Webb, playwright Thornton Wilder leads his audience through the seemingly dull moments of daily existence, the excitement of courtship and marriage, and the meaning of death. Wilder shows us how necessary it is to open our eyes to the most trivial items of daily existence. Just before returning to her grave, Emily asks the Stage Manager, "Don't any human beings realize life while they're living it, every minute?" He replies, "The saints and the poets, they do some."*

13 *Wilder is urging us all to strive for the sensitivity of our race's most perceptive human beings. If we do, we'll more thoroughly experience the taste of orange juice, the warmth of a friend or lover's touch, the desperate glance of someone dying. And when we ourselves face death, we will feel no regret because we will know we have lived. Life is out there beckoning. All we must do is more fully respond with our five senses, with our minds, with our souls...*

## EXERCISE 3A

### WRITING A MORE ADVANCED LITERATURE ESSAY: YOUR OWN PLAN

Literary criticism involves five major areas—characterization, plot, setting, style, and theme.

If possible, pick a book that really interests you, then decide whether to write about characterization, plot, setting, style, or theme.

Step 1 Choose a topic and write a Focus Question

- Bring your topic into sharp focus by concentrating on one of the five areas of literary criticism. Produce this concentration by developing five **Focus Questions**:

**Characterization Focus Question:** How do several character traits motivate a major character's behavior? (**Who is involved and what are the character's struggles?**)

**Plot Focus Question:** How does the author begin the story, build suspense to a climax in the story, and resolve the main conflicts of the story? (**What's going on?**)

**Setting Focus Question:** How does the author's use of various elements of the story's time and place produce emotional responses and vivid images in the reader's mind? (**Where and when?**)

**Style Focus Question:** How does the author's choice of words and use of language affect the reader's emotional responses to the story? (**What does language contribute?**)

**Theme Focus Question:** What major universal ideas in the story indicate what the author wants us to believe motivate both his characters' and the reader's behaviors? (**What is the author's comment on life?**)

- Narrow your topic by rephrasing it into an appropriate Focus Question.

Example:

— Topic: Characterization—Holden Caulfield in Catcher in the Rye

— Focus Question: How do several character traits motivate Holden Caulfield's behavior?

Step 2 List Essay Control Elements

- List as many **General Statement** ideas as you can.
- Pick three to five to write about and number these in reverse order of importance (i.e., the *most important* is last).

Example:

— rebellious — 3

— intelligent

— sensitive — 1

— profane

— curious — 2



*The student first listed five character traits about Holden Caulfield. The writer chose to exclude two of these traits, and numbered the remaining three in order of importance from the writer's point of view.*

Step 3 Develop a **Preview Thesis**

- Answer your Focus Question by constructing a Preview Thesis.

Example:

— Holden Caulfield, the main character in J. D. Salinger's novel Catcher in the Rye, has three main character traits which motivate his behavior: sensitivity, curiosity, and rebelliousness.

## EXERCISE 3B

### WRITING A MORE ADVANCED LITERATURE ESSAY: YOUR OWN PLAN

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Step 4 Develop an Outline

- Make a complete Bing, Bang, and Bongo outline, filling it with General Statements (GSs), Supporting General Statements (SGSs), and Specific Details (SDs) taken from a careful analysis of your reading.
- It is helpful if you write (in parentheses) the page numbers that relate to any outline element, whether GS, SGS, or SD



*An outline on a Catcher in the Rye essay is not given here. Bing would develop Holden's sensitivity, Bang would develop Holden's curiosity, and Bongo would develop Holden's rebelliousness.*

Step 5 Write a rough draft and edit

- Double or triple space to leave space to make notes or add information as you proofread.
- Edit your rough draft using your Check Yourself Chart and essay rubric.

Step 6 Write the final draft

- Write in ink or type double-spaced on your computer.
- Check the spelling prior to handing in the essay.
- Provide a cover sheet if necessary.

*Always use your computer spell checker, but remember to use common sense when the computer flags a word. Sometimes the context will determine the correct spelling of a word.*

# EXERCISE 3C

## SAMPLE EXPLANATORY LITERATURE ESSAY OUTLINE

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### I. Introduction

A. Interest Catcher keyed to page in story (write page number)

B. Background information

1. **SD** \_\_\_\_\_

2. **SD** \_\_\_\_\_

C. Preview Thesis

1. **Bing:** \_\_\_\_\_

2. **Bang:** \_\_\_\_\_

3. **Bongo:** \_\_\_\_\_

### II. Bing Section GS: \_\_\_\_\_

A. **SGS 1** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

B. **SGS 2** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

C. **SGS 3** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

### III. Bang Section GS: \_\_\_\_\_

A. **SGS 1** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

B. **SGS 2** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

C. **SGS 3** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

### IV. Bongo Section GS: \_\_\_\_\_

A. **SGS 1** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

B. **SGS 2** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

C. **SGS 3** \_\_\_\_\_

1-3 **SDs** \_\_\_\_\_

### V. Summary

A. Restate Preview Thesis

B. Relate Preview Thesis to today

1. may be **SGSs** or **SDs**

2. If **SGSs**, break the summary into paragraphs and develop each **SGS** with **SDs**

C. End essay with a strong finishing statement (This usually give your opinion about the impact of the essay's theme on the reader.)

Be neither wishy-washy nor overly judgmental in your Summary. Instead, write your point of view as judiciously and sincerely as you can. Show the reader how the author's theme—his/her comment on life—has affected your current thinking and possible future behavior.



# EXPLANATORY ESSAY RUBRIC:

## LITERATURE

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### 4: Exemplary Essay — Exceeds the standard

- Completely, and with great detail, meets the criteria of an Explanatory Essay
- Demonstrates true understanding and consistent application of all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (facts, concrete examples)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction includes Interest Catcher and uses effective, interesting first sentence
- Identifies author and title
- Includes interesting, appropriate Transitions and descriptive commentary such as feelings, opinions, observations, or reflections in addition to six or more Specific Details
- Summary concludes with an effective, interesting final point

### 3: Expected Essay — Meets the standard with quality

- Adequately includes all the criteria of an Explanatory Essay
- Applies all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All General Statements (Bing, Bang, and Bongo) have relevant support from 2–6 Specific Details (facts, concrete examples)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction includes Interest Catcher and uses effective first sentence
- Identifies author and title
- Includes Transitions and may include descriptive commentary such as feelings, opinions, observations, or reflections in addition to two–six Specific Details
- Summary concludes with an effective final point

### 2: Nearly There — Inconsistently meets the standard

- Includes some of the criteria of an Explanatory Essay
- Attempts to (or inconsistently) include the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details (may not demonstrate understanding of concrete nature of Specific Details)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction may include only two of these: Interest Catcher, author, and title
- Inconsistently or incorrectly uses Transitions and interesting first and last sentences
- May have too few Specific Details to be effective
- Summary concludes with an unclear final point

### 1: Incomplete — Has not met the standard

- Does not include the criteria of an Explanatory Essay
- Does not include some or all of the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. General Statements (Bing, Bang, and Bongo) have relevant support from Specific Details
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction may include one or none of these: Interest Catcher, author, and title
- Inconsistently uses or does not use Transitions or interesting first and last sentences
- Has too few Specific Details
- Summary lacking an effective final point

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Rubric Score: \_\_\_\_\_

# CHECK YOURSELF CHART:

## EXPLANATORY LITERATURE ESSAY

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### Directions:

1. Have your Study Pair partner check the form of your Rough Draft using the left column below.
2. Have your Study Pair partner check the mechanics of your Rough Draft using the right column below. Note: Your teacher may tell you in advance which errors she/he wants everyone to concentrate on while evaluating this essay.
3. If you have time and opportunity, other students in your class may read your essay and then write suggestions in the space at the bottom of this sheet. Some of these suggestions may help you write an even better essay in your Final Draft. Good luck!

	Form	Mechanics
PT:	Author and title of story or play— correct mechanics for title Three main points (or more for advanced essays) Bing, Bang, and Bongo use parallel grammatical form	<b>Word Errors:</b> misspelling capitalization wrong word verb misuse word omission pronoun misuse
Bing:	Transition introducing Bing Bing stated as a GS Two to six SDs supporting Bing	<b>Sentence Errors:</b> run-on sentence sentence fragment misplaced modifier broken parallelism unnecessary words awkward construction
Bang:	Transition introducing Bang Bang stated as a GS Two to six SDs supporting Bang	<b>Punctuation Errors:</b> period comma semi-colon colon apostrophe quotation marks
Bongo:	Transition introducing Bongo Bongo stated as a GS Two to six SDs supporting Bongo	
Summary:	Transition to Summary PT restated as summary Statement of theme	

### Student Readers' Suggestions:

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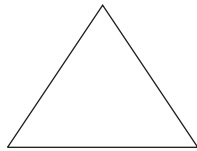


# EXPLANATORY ESSAY DIAGRAM

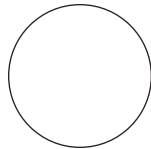
## Notes:

- The **Introduction** may have only one paragraph.
- Include effective **Transitions** for each section and paragraph.
- The essay may have as few as two **General Statement Sections** (take away GS 3) or four or more **GS Sections** (add GS 4, 5, etc., as needed).
- Each **Section** may have two to four paragraphs.
- The **Summary** may have two paragraphs.
- The **Summary** should:
  - Restate the essay's thesis.
  - Relate the topic of the essay to today.
  - Challenge the reader with insights you have gained from your reading.

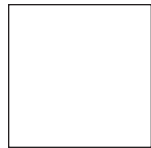
## Introduction



## Bing Section



## Bang Section



## Bongo Section

## Summary

T

Interest Catcher Paragraph

T

PT



Interest Catcher Paragraph

T

**BING 1 GS 1** (for section)

**SGS 1**

(3 or more SDs)

T

**SGS 2**

(3 or more SDs)

T

**BANG 1 GS 1** (for section)

**SGS 1**

(3 or more SDs)

T

**SGS 2**

(3 or more SDs)

T

**SGS 3**

(3 or more SDs)

T

**BONGO 1 GS 1** (for section)

**SGS 1**

(3 or more SDs)

T

**SGS 2**

(3 or more SDs)

T

**SGS 3**

(3 or more SDs)

T



Restate. Relate. Challenge reader.





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# CONTRAST LITERATURE ESSAY

## TEACHING DIRECTIONS

A contrast literature essay is a more sophisticated literary analysis essay than the explanatory. With this essay, students combine the conventions learned in the explanatory literature essay with the style elements of the contrast essay. This particular essay format will often be used in the high school English classroom. One way to expand this format is to require the students to do multiple paragraphs for each section—perhaps two paragraphs for Bing and Bang and three for Bongo.

### Materials

- EXERCISE 1 (1a, 1b) — *class set + display copies*
- CONTRAST ESSAY RUBRIC: Literature — *class set + one to post (optional)*
- CHECK YOURSELF CHART: Contrast Literature Essay — *class set*
- \*Writing Folders — *class set (contents as needed)*

\*See **Setup Directions 6, Writing Folders** for more information about Writing Folders.

### Preparation

1. Assign a short story or play for your class to read in advance.
2. Write a list of essay topics on the board or overlay. Use those on EXERCISE 1a and supplement with other topics.
3. Be sure that all topics on the list fall into the contrast and not the explanatory essay category.

### Procedure.

1. Hand out EXERCISE 1a and 1b.
2. Divide the class into study quads. Give each group one literary topic to take notes on as they read and discuss the story or play. (See the suggested topics in Step 1 of EXERCISE 1a and show on board.)
3. Ask each group to discuss the main ideas of its assigned topic.
4. Have group members individually work their way through both EXERCISE 1 handouts.
  - a. Give students plenty of time and considerable help as they do these exercises on their own topics.
  - b. Encourage them to work in pairs so they can help one another through all the steps.



*It is a good idea to have teacher checkpoints after students complete Steps 2, 4, and 9.*

## CONTRAST LITERATURE ESSAY TEACHING DIRECTIONS

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5. Have study quads split into study pairs and read one another's rough drafts using the CHECK YOURSELF CHART: Contrast Literature Essay before they write their final drafts.
6. To optimize peer teaching experiences for your students have the quad members then conduct a Read-a-round, with each editor filling out the **Student Readers' Suggestions** section on the bottom of the CHECK YOURSELF CHART: Contrast Literature Essay.
7. After students have evaluated one another's essays, have them complete their final drafts, then turn in the essays for final grading.
  - a. Teachers often find it useful to have rough drafts and CHECK YOURSELF CHART turned in at the same time. This allows the teacher to see if the student is paying attention to the peer (or teacher) comments and to evaluate the sophistication of the peer editing.
  - b. Insist that students correct whatever mechanical mistakes you have marked that the editors missed before you record their grades. (We would usually give a half grade bonus for this work.)
  - c. If you are using the essay progress charts (WRITING TALLY SHEET and ESSAY TITLE LIST) have the students complete them.

# EXERCISE 1A

## WRITING A CONTRAST LITERATURE ESSAY

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Step 1 Choose one of these **Topics**, one your teacher suggests, or one you create yourself:

- Contrast two characters' relationships with another person
- Contrast two characters' reactions to elements in the setting
- Contrast how the plot's beginning and ending affected two characters
- Contrast two or more of the author's ideas in a story or play

Step 2 Make a **Focus Question (FQ)** out of your topic, making sure you identify the story title and its author:

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Step 3 List two to five **General Statement (GS)** ideas (contrast elements) about the two items that you wish to contrast. From these contrast elements, choose three for your PT:

Item 1: \_\_\_\_\_

Item 2: \_\_\_\_\_

Item 3: \_\_\_\_\_

Item 4: \_\_\_\_\_

Item 5: \_\_\_\_\_

Step 4 Arrange these three contrast elements as your GS ideas in order of increasing importance:

**Bing:** \_\_\_\_\_

\_\_\_\_\_

**Bang:** \_\_\_\_\_

\_\_\_\_\_

**Bongo:** \_\_\_\_\_

\_\_\_\_\_

Step 5 State the play or story's title and author, then write a **Preview Thesis (PT)** with **Bing**, **Bang**, and **Bongo** in the order you selected in Step 4: (Be sure you rephrase the FQ.)

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# EXERCISE 1B

## WRITING A CONTRAST LITERATURE ESSAY

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Step 6 Make a brief Phrase Outline: The Roman numerals are the **GS** ideas you will contrast; the lettered and numbered subpoints are the **SDs** to support each GS—facts, incidents, or quotations.

I. **Bing GS:** (least important contrast element) \_\_\_\_\_

A. First item being contrasted \_\_\_\_\_

2–6 **SDs** \_\_\_\_\_

B. **Contrast Transition** Second item being contrasted \_\_\_\_\_

2–6 **SDs** \_\_\_\_\_

II. **Bang GS:** (next most important contrast element) \_\_\_\_\_

A. First item being contrasted \_\_\_\_\_

2–6 **SDs** \_\_\_\_\_

B. **Contrast Transition** Second item being contrasted \_\_\_\_\_

2–6 **SDs** \_\_\_\_\_

III. **Bongo GS:** (most important contrast element) \_\_\_\_\_

A. First item being contrasted \_\_\_\_\_

2–6 **SDs** \_\_\_\_\_

B. **Contrast Transition** Second item being contrasted \_\_\_\_\_

2–6 **SDs** \_\_\_\_\_

Step 7 Rewrite the three ideas of your PT into a **Summary (S)**. Avoid using the same words you used in your PT. Also write the Theme of the story or play as you understand it.

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Step 8 Write a Rough Draft using pencil or compose on computer and print it out. Follow your plan above. Include **Transitions** to link your paragraphs and your **GSs** and **SDs** within your paragraphs.

Step 9 With your Study Pair partner, study both columns of the **Check Yourself Chart: Contrast Literature Essay**, and help one another correct mechanics and form errors. You may participate in a Study Quad Read-a-round to improve your style. You may receive valuable help from the suggestions other students offer at the bottom of the Check Yourself Chart. Write your final draft in ink or compose it on computer and print it out. Staple all eight steps' work under the final, polished copy, and hand it in to your teacher.

# MORE ADVANCED CONTRAST LITERATURE ESSAY

## TEACHING DIRECTIONS

Although this lesson is essentially self-teaching, even advanced high school students will benefit from adult guidance.

### Materials

- EXERCISE 2 (2a–2b) — *class set + display copies*
- EXERCISE 3 (3a, 3b) — *class set + display copies*
- CONTRAST ESSAY DIAGRAM — *as needed or display copy*
- CONTRAST ESSAY RUBRIC: Literature — *class set + one to post (optional)*
- CHECK YOURSELF CHART: Contrast Literature Essay — *class set*
- Writing Folders — *class set (contents as needed)*

### Procedure

1. Distribute EXERCISE 2a and 2b. Allow time for the students to read the model essay.
2. Distribute EXERCISE 2c and examine how students can expand the model essay into a more complex, higher level essay. Show the CONTRAST ESSAY DIAGRAM and point how the more advanced essay includes an expanded **Interest Catcher**, varied and effective **Transitions** are varied and effective, and how the essay ends its Introduction with a **Preview Thesis**.
3. Distribute EXERCISE 3a and 3b. Break your class into study pairs and have the students help one another develop separate contrast essay plans for individual, different essays.
4. **Option:** Show display copies of EXERCISE 3 and as a class compose a contrast essay outline. Review the six steps having students suggest content for each blank.
5. If not already in student hands, distribute the CHECK YOURSELF CHART: The Contrast Literature Essay. Student pair members use the charts while analyzing one another's rough drafts.
6. Student pairs form quads. Quad members conduct read-arounds of one another's rough drafts to suggest improvements in unity, coherence, and style.
7. After this peer review of rough drafts, students prepare, proof, and print their final drafts and hand them in.



*The sample essay dealing with the characters John and Lorraine in Pigman illustrates the appropriate contrast style for the Bing section.*

*The Contrast Essay benefits significantly from the use of the display copy for the prewriting step. Use of colored pens on the white board is especially helpful for pointing out the pattern of contrast.*

## EXERCISE 2A

### EXAMINING A CONTRAST LITERATURE ESSAY

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#### Directions:

Imagine that you are preparing to write a literature essay on Paul Zindel's novel *Pigman*. You wish it to be longer and more complex than your earlier literature essays. Consequently, you apply the essay expansion principles you mastered when writing a more advanced explanatory literature essay. This time, however, you decide to write in a contrast format. To understand the expansion required, carefully study EXERCISE 2.

#### The Difference between John and Lorraine

*In Paul Zindel's compelling teenage novel, *Pigman*, his two main characters, John and Lorraine, spend free time in a room near the school library writing a novel. There these two high school students write alternating chapters as they tell the story of the horrible thing that happened to them after a careless phone call they made one day. As the story unfolds, the reader senses how these two troubled young persons differ in their relationships at school, with their parents, and with Mr. Angelo Pignati.*

*First of all, John has contempt for the persons at school and feels superior. As a result, he makes up giant lies so that his regular teachers will let him hand in his assignments late. In fact, his teachers seem to fear him because he does crazy things. For example, he earns a reputation as the Mad Bomber because he sneaks into the rest rooms to set off bombs in the toilets. Finally, he frustrates substitute teachers by giving a secret signal to his classmates so that they all roll apples up the classroom aisle at once.*

*By contrast, Lorraine acts more sensibly at school. Her real problem is she thinks she's an ugly girl whom no boy would ever notice. As a result, she is very flattered when John spends time with her at school talking with her and writing their story about Mr. Pignati. Yet during much of her school time, she still feels pain because of her shyness. To overcome her pain, she works quite hard in her classes, trying to do well so that teachers will respect her. Wishing to become a writer someday, she pays more attention to her teachers and concentrates on her homework more than John does.*

*By the novel's end, even though John and Lorraine haven't related the same ways to persons at school, at home, and in their community, they feel the same about what they have done to Mr. Pignati. They are deeply ashamed, even horrified. So this novel is a warning to all teenagers to be careful about kidding and playing jokes on people. We can really hurt other sensitive human beings. As John commented near the book's end, "We had trespassed—been where we didn't belong, and we're being punished for it."*



*The Interest Catcher consists of an incident in the two characters' lives. Note how, the Transition leads into the Preview Thesis.*

*The Bing GS 1 shows John's attitude toward school. Note that more than 2 SDs support GS 1.*



*"By contrast" is a contrast transition leading into Bing GS 2 on Lorraine's attitude at school. In a more Advanced Contrast Essay you have two GS-SD paragraphs for your Bing idea, two GS-SD paragraphs for your Bang idea, and two GS-SD paragraphs for your Bongo idea. (The Bang and Bongo contrast paragraphs would follow in a similarly developed pattern, but they are omitted here because of space limitations.)*

*The Summary Paragraph first restates the Bing, Bang, and Bongo ideas...then it relates the essay's contents to the author's life...and finally it finishes with a brief but strong quotation—a fitting way to vary your essay's ending.*

## EXERCISE 2B

### EXAMINING A CONTRAST LITERATURE ESSAY

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This outline describes how to expand the regular contrast literature essay into a more advanced essay. Study this outline as you read again through EXERCISE 2a.

#### I. Introduction

##### A. Interest Catcher

Using several more SDs you would expand the incident about the phone call that John and Lorraine so carelessly made. This expansion would likely become a full paragraph.

##### B. Background

Using several more SDs, you would expand the background information about the novel's plot. This expansion would likely become a second introductory paragraph. The introductory paragraph ends with a strong Preview Thesis.

##### C. Preview Thesis

The final sentences of the introductory paragraph on EXERCISE 1a would be appropriate.

#### II. Bing Section GS

Sets up contrast between John and Lorraine about school.

##### A. GS 1 (John's contempt for people at school)

###### 1. SGS 1 (John's manipulation of his regular teachers)

a. SD

b. SD

c. SD

###### 2. SGS 2 (John's cruelty toward substitute teachers)

a. SD

b. SD

c. SD

##### B. GS 2 (Lorraine's more sensible actions at school)

###### 1. SGS 1 (Lorraine's relationship with John)

a. SD

b. SD

c. SD

###### 2. SGS 2 (Lorraine's relationship with teachers)

a. SD

b. SD

c. SD

#### V. Summary

You would expand the Summary into two or more paragraphs.

##### A. You would restate your Preview Thesis using different words.

##### B. You would relate the Preview Thesis to you and/or your generation. (The SDs you add could describe three needs that John and Lorraine had that you feel are common to all students their age: 1—to be more sensitive to persons at school; 2—to be more sensitive to parents; and 3—to be more sensitive to lonely elderly persons.)

##### C. Strong finish (You should challenge your reader.)

The final sentences of the Summary on EXERCISE 1a would be appropriate.



*You would develop the Bang Section (Section III) and the Bongo Section (Section IV) in a similar manner. Each Section would have a controlling GS and two clusters of two or more SGS–SD paragraphs. The Bang Section paragraphs would contrast John's and Lorraine's relationships with their parents; the Bongo Section paragraphs would contrast their relationships with the Pigman.*

## EXERCISE 3A

### WRITING A MORE ADVANCED CONTRAST LITERATURE ESSAY

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Once you decide your topic and focus, follow the six steps below to develop your essay:

- Step 1 Choose **items A and B you wish to contrast** (two characters, two plot elements, two setting or mood elements, two ideas, etc.) Then write a **Focus Question** setting up this contrast.
- Step 2 List at least **three to five essay control elements** that you wish to contrast. Select your strongest ones and sequence them in **reverse order of importance**. These become the essay's main points.
- Step 3 Develop a Preview Thesis
- Answer your Focus Question by constructing a Preview Thesis.
- Step 4 Develop an Outline
- Make a complete Bing, Bang, and Bongo outline, filling it with General Statements (GSs), Supporting General Statements (SGSs), and Specific Details (SDs) taken from a careful analysis of your reading.
  - It is helpful if you write (in parentheses) the page numbers that relate to any outline element, whether GS, SGS, or SD
- Step 5 Write a rough draft and edit
- Double or triple space to leave space to make notes or add information as you proofread.
  - Edit your rough draft using your Check Yourself Chart and essay rubric.
- Step 6 Write the final draft
- Write in ink or type double-spaced on your computer.
  - Check the spelling prior to handing in the essay.
  - Provide a cover sheet if necessary.



*Always use your computer spell checker, but remember to use common sense when the computer flags a word. Sometimes the context will determine the correct spelling of a word.*

# EXERCISE 3B

## SAMPLE CONTRAST LITERATURE ESSAY OUTLINE

---

### I. Introduction

- A. Interest Catcher (may be a separate paragraph)
- B. Background information (may be a separate paragraph)
- C. Preview Thesis (at end of **Introduction** paragraph or paragraphs)

### II. Bing Section GS (contrast A and B on element 1 in this section GS)

- A. **GS 1** (A's general relationship to element 1)
  - 1. SGS 1 (A's first specific relationship to element 1)
    - a. 2 or more **SDs**
  - 2. SGS 2 (A's second specific relationship to element 1)
    - a. 2 or more **SDs**
- B. **GS 2** (B's general relationship to element 1)
  - 1. SGS 1 (B's first specific relationship to element 1)
    - a. 2 or more **SDs**
  - 2. SGS 2 (B's second specific relationship to element 1)
    - a. 2 or more **SDs**

### III. Bang Section GS (contrast A and B on element 2 in this section GS)

- A. **GS 1** (A's general relationship to element 2)
  - 1. SGS 1 (A's first specific relationship to element 2)
    - a. 2 or more **SDs**
  - 2. SGS 2 (A's second specific relationship to element 2)
    - a. 2 or more **SDs**
- B. **GS 2** (B's general relationship to element 2)
  - 1. SGS 1 (B's first specific relationship to element 2)
    - a. 2 or more **SDs**
  - 2. SGS 2 (B's second specific relationship to element 2)
    - a. 2 or more **SDs**

### IV. Bongo Section GS (contrast A and B on element 3 in this section GS)

- A. **GS 1** (A's general relationship to element 3)
  - 1. SGS 1 (A's first specific relationship to element 3)
    - a. 2 or more **SDs**
  - 2. SGS 2 (A's second specific relationship to element 3)
    - a. 2 or more **SDs**
- B. **GS 2** (B's general relationship to element 3)
  - 1. SGS 1 (B's first specific relationship to element 3)
    - a. 2 or more **SDs**
  - 2. SGS 2 (B's second specific relationship to element 3)
    - a. 2 or more **SDs**

### V. Summary

- A. Rephrase Preview Thesis
- B. Relate essay to today
- C. End with a strong finishing statement (Use either a solid quotation supporting your point of view or a challenge to the reader to take some mental or physical action.)

# CONTRAST ESSAY DIAGRAM

## Introduction

T

Interest Catcher Paragraph

T

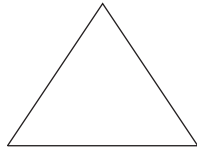
PT: A & B



Background Information

### Notes:

- The **Introduction** may have only one paragraph.
- Include effective **Transitions** for each section and paragraph.
- The essay may have as few as two **GS Sections** or four or more **GS Sections**.
- Each **GS Section** may have two to four paragraphs.
- The **Summary** may have two paragraphs.



## Section 1

T

**BING 1 GS 1** (A & B relating to  $\triangle$ )

**GS 1** (A relating to  $\triangle$ )

**SGS 1** (backed by 3 or more **SDs**)

T

**SGS 2** (A relating to  $\triangle$ )

(backed by 3 or more **SDs**)

T

**GS 2** (B relating to  $\triangle$ )

**SGS 1** (backed by 3 or more **SDs**)

T

**SGS 2** (B relating to  $\triangle$ )

(backed by 3 or more **SDs**)

PT: A & B



Background Information

## Summary

T

PT restated

T

**ESSAY IDEAS**

- Relate
- Challenge



# CONTRAST ESSAY RUBRIC: LITERATURE (1)

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## 4: Exemplary Essay — Exceeds the standard

- Consistently and completely meets the criteria for Contrast Essay:
  1. Preview Thesis strongly indicates a contrast of two elements in three areas
  2. Body paragraphs maintain consistent order of points being contrasted
- Demonstrates true understanding and consistent application of all organizational principles:
  1. Preview Thesis with related Bing, Bang, Bongo
  2. All General Statements (Bing, Bang, Bongo) have relevant support from Specific Details (facts, concrete examples)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction includes Interest Catcher and uses effective, interesting first sentence
- Identifies author and title
- Includes interesting, appropriate Transitions in addition to six or more Specific Details
- Includes appropriate Contrast Transitions within the body paragraphs
- Summary concludes with an effective, interesting final point

## 3: Expected Essay — Meets the standard with quality

- Adequately meets the criteria for Contrast Essay:
  1. Preview Thesis adequately indicates a contrast of two elements in three areas
  2. Body paragraphs maintain consistent order of points being contrasted
- Applies all three organizing principles:
  1. Preview Thesis with related Bing, Bang, Bongo
  2. All General Statements (Bing, Bang, Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction includes Interest Catcher and uses effective first sentence
- Identifies author and title
- Includes Transitions in addition to two–six Specific Details
- Includes Contrast Transitions within the body paragraphs
- Summary concludes with an effective final point



# CONTRAST ESSAY RUBRIC: LITERATURE (2)

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## 2: Nearly There – Inconsistently meets the standard

- Meets most of the criteria for Contrast Essay
  1. Preview Thesis adequately indicates a contrast of two elements in three areas
  2. Body paragraphs attempt to (or inconsistently) maintain order of points being contrasted
- Attempts to (or inconsistently) applies all three organizing principles:
  1. Preview Thesis with related Bing, Bang, Bongo
  2. All General Statements (Bing, Bang, Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction may include only two of these: Interest Catcher, author, and title
- Inconsistently or incorrectly uses Transitions and interesting first and last sentences
- Inconsistently or incorrectly uses Contrast Transitions within the body paragraphs
- May have too few Specific Details to be effective
- Summary concludes with an unclear final point

## 1: Incomplete – Has not met the standard

- Does not contain many of the Contrast Essay elements:
  1. Preview Thesis adequately indicates a contrast of two elements in three areas
  2. Body paragraphs maintain consistent order of points being contrasted
- Does not include some or all of the three organizing principles:
  1. Preview Thesis with related Bing, Bang, Bongo
  2. All General Statements (Bing, Bang, Bongo) have relevant support from Specific Details (facts; concrete examples)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction may include one or none of these: Interest Catcher, author, and title
- Inconsistently uses or does not use Transitions or interesting first and last sentences
- Has too few Specific Details
- Inconsistently uses or does not use Contrast Transitions
- Summary lacking an effective final point

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Rubric Score: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# CHECK YOURSELF CHART:

## CONTRAST LITERATURE ESSAY

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### Directions:

1. Have your Study Pair partner check the form of your Rough Draft using the left column below.
2. Have your Study Pair partner check the mechanics of your Rough Draft using the right column below. Note: Your teacher may tell you in advance which errors she/he wants everyone to concentrate on while evaluating this essay.
3. If you have time and opportunity, other students in your class may read your essay and then write suggestions in the space at the bottom of this sheet. Some of these suggestions may help you write an even better essay in your Final Draft. Good luck!

	Form	Mechanics
<b>PT:</b>	Author and title of story or play—correct mechanics for title Two items being contrasted Three contrast elements	<b>Word Errors:</b> misspelling capitalization wrong word verb misuse word omission pronoun misuse
<b>Bing:</b>	Transition to Bing Bing GS showing first contrast element Two to six SDs explaining contrast of first item Contrast Transition to second item Two to six SDs showing contrast	<b>Sentence Errors:</b> run-on sentence sentence fragment misplaced modifier broken parallelism unnecessary words awkward construction
<b>Bang:</b>	Transition to Bang Bang GS showing second contrast element Two to six SDs explaining contrast of first item Contrast Transition to second item Two to six SDs showing contrast	<b>Punctuation Errors:</b> period comma semi-colon colon apostrophe quotation marks
<b>Bongo:</b>	Transition to Bongo Bongo GS showing third contrast element Two to six SDs explaining contrast of first item Contrast Transition to second item Two to six SDs showing contrast	
<b>Summary:</b>	Transition to Summary PT restated as summary Statement of theme	

### Student Readers' Suggestions:

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STUDENT CONTENT



## LONGER SPEECHES INTRODUCTION

This section is essentially identical to the speech section of BASIC STEPS. The principles are the same; the organization that students will use is more involved.

### Procedure

This editor and several colleagues introduced the STEPS program through an introductory speech at the beginning of the school year. This allows a preview of the STEPS writing program before actual writing begins.

1. The teacher writes a speech with the topic “Three Things I’d Like You to Know about Me.”
  - a. The speech is delivered orally by the teacher and then presented as an overlay to the whole class where the STEPS elements of the essay are highlighted using the geometric symbols and color cues.
  - b. This is done prior to the first lesson of the written explanatory essay.
2. Students are given blanks of the Explanatory Essay form to use for prewriting their own speeches.
3. The helpful part of this approach is that it focuses on the structure of the content without having to deal with the mechanical errors of writing.
4. Rough drafts are peer edited but only for the Bing, Bang, and Bongo, Supporting Details (SDs), and transition elements.
5. Another good part of using the assignment in this way is that the topic (themselves) is of primary interest to all students.
6. After exposing your classes to a basic introductory speech and the STEPS program, have them move on to more advanced presentations.

### Teaching Suggestions

1. When you hear a student’s speech that contains a particularly good **Preview Thesis** with fine parallelism or subtle, effective Transitions, ask listeners, “Did anyone notice Bill’s PT? Why was it effective?” If the introduction was as good as you think it was, students will probably remember it.
2. Because of class size and the boring quality of delivery of many student speeches, avoid having your students listen to every speech that every student delivers.



*A further benefit is that the teacher learns a little about each student at the beginning of the year. When one has the large student load that the secondary teacher usually has, this is useful.*



## LONGER SPEECHES

### INTRODUCTION

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- a. One technique to get all speeches delivered rapidly is to divide the class into four groups and then to send the groups to the corners of the room—as distant from one another’s circles as possible.
  - b. Tell speakers to give their speeches to one another as they stand before the group and speak quietly. The ones the groups select as “best” can be shared with the whole class.
  - c. Have one to three circle group members evaluate the speeches with the SPEECH EVALUATION FORM.
3. Inform other teachers in your school who also have your students, that you have introduced these students to the STEPS *Explanatory*, *Contrast*, and *Persuasive* speech formats. Point out that these students should now be able to give speeches in their classes in an organized manner. These other teachers may then reinforce your teaching by having students give speeches utilizing other courses’ subject matter. In this way the students will recognize how this writing program’s organizational principles can benefit their lives.
  4. Finally, keep examples of the following for reference in subsequent years:
    - a. Speech assignments that have worked well for you
    - b. Ideas for future speech assignments
    - c. Outlines of effective student speeches (on paper or index cards)As a result, when absent or slower students need further help, you will have several examples to show them.

## EXPLANATORY SPEECH TEACHING DIRECTIONS

Have your students outline their speeches the same way they outline their essays. They will soon master preparing and delivering longer speeches. Later in the year you may see/hear your students who are school leaders using the STEPS organization to deliver clearly organized, effective speeches as they campaign for your school's student governments. Finally, you will hope (and expect) that you have conditioned your students sufficiently that later in life those who have to give speeches in college, in community service clubs, or before community boards/councils will use STEPS techniques to organize their "real world" speeches.

### Materials

- EXPLANATORY SPEECH: Applied to Literature — *class set + display copy*
- EXERCISE 1 — *class set*
- SPEECH EVALUATION FORM — *class set + extras (optional)*
- Note cards (4" x 6") — *several class sets*
- \*Writing Folders — *class set (contents as needed)*

\*See **Setup Directions 6, Writing Folders** for more information about Writing Folders.

### Procedure

1. Hand out and then walk your students through these handouts: EXPLANATORY SPEECH: Applied to Literature and EXERCISE 1 EXPLANATORY SPEECH: LITERATURE (Writing a Phrase Outline).
2. To help your students with their first speeches, give them an assignment with a Focus Question (FQ) appropriate to their ability level. Note that the speech topic on the handout requires the student to come up with a FQ relevant to the topic the teacher gave the class.
3. As your students become capable of creating appropriate focus questions for their speeches, have them do so. However, the first time they create their own focus questions, we recommend that you read and approve their original Focus Questions before you allow students to proceed.

## EXPLANATORY SPEECH

### TEACHING DIRECTIONS

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4. At first students will resist the 4" x 6" card (or half an 8.5" x 11" sheet of paper). They will prefer the security of a full 8.5" x 11" paper. Why? They love to write out every word, particularly if they are frightened of standing and speaking in front of the class. However, when every word is written out, the full sheet becomes a smothering security blanket. Stand firm for the smaller half sheet or 4" x 6" card. If you do not, your students will be *reading* essays rather than *speaking* speeches. In such a case, the speakers will sound like robots, and their audience will become restless, begin to fidget and whisper, and you and the speaker will lose control of the class.
6. If you have your students deliver several speeches, eventually strive to reduce your students' outline card size to 3" x 5". This size is less obtrusive.

# EXPLANATORY SPEECH: APPLIED TO LITERATURE

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Imagine that your English teacher has unexpectedly assigned you to give a three to five-minute speech, actually an oral book report, on the characters in a novel you have just read. You were not assigned to take notes as you read the novel. Your teacher had simply said, “Pay attention to the characters in the book as you read it. As you end chapters, ask yourself why they are behaving the way they are. Later you will analyze characters you like in a short book report.”

You had assumed that you would have to write a brief explanatory essay. Because you had already mastered that essay format, you didn’t expect to have any real trouble with the assignment. Now suddenly you are going to have to give a speech! For a few moments you were concerned because you had never in your life given a well-organized speech—in or out of class. Suddenly you remember your STEPS training. You have already learned to organize a written essay. Organizing a brief speech is not that different. You look at the topic of the speech assignment from your teacher: “Characters you like in the novel you read.” You realize that planning this speech will be quite easy.

## Preparing a Phrase Outline

Here are the five steps you follow to plan and practice your speech.

*Note well:* Because you have planned and written several STEPS essays, do most of your planning on your own, with only minimal help from your teacher.

Step 1 State the speech topic: “Characters you like in the novel you read.”

Step 2 Develop a Focus Question (FQ).

Reflect on the book, asking yourself questions about its characters. Because of the topic, make your speech answer this FQ: Who are the loving characters in \_\_\_\_\_ ?  
(Insert the title of the book you just read.)

Step 3 Choose three loving characters:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Step 4 Arrange your three characters in order of their increasing importance to the story’s meaning:

1. Bing: \_\_\_\_\_
2. Bang: \_\_\_\_\_
3. Bongo: \_\_\_\_\_

Step 5 Write a Phrase Outline of your speech on both sides of a 4" x 6" card.

- a. As your Introduction, write Section I of this outline *verbatim* (i.e., word for word).
- b. Make short idea statement notes for Sections II, III, and IV (the Bing, Bang, and Bongo GSs and SDs).
- c. Write your Summary (S), Section V of this outline, verbatim.

Because you write both your first and last paragraphs exactly as you are going to speak them, you will begin and end your speech with confidence.

Step 6 Practice delivering your speech.

1. The night before, read aloud all the words on your note cards several times. You will only need to glance at these words as you give your speech.
2. Face a mirror, breath deeply, brace your shoulders, and hold up your chin. Practice your speech two times. (You want your speech to be spontaneous, not memorized.)
3. Either on this same night or early the next morning practice your speech one more time for another person.

# EXERCISE 1

## EXPLANATORY SPEECH: LITERATURE (WRITING A PHRASE OUTLINE)

Step 1 Make a title out of the **Topic**: \_\_\_\_\_

Step 2 Develop a **Focus Question (FQ)**: \_\_\_\_\_

Step 3 Choose three important ideas that relate to the Focus Question:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Step 4 Arrange these three ideas in order of their increasing importance to the story's meaning:

1. Bing: \_\_\_\_\_
2. Bang: \_\_\_\_\_
3. Bongo: \_\_\_\_\_

Step 5 Write a phrase outline of your speech:

I. **Preview Thesis**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(This lists the main ideas of the speech. Include the kind of book, its title, and its author. Use a descriptive phrase after the book title to generally explain what the book is about.)

II. **Bing GS:** \_\_\_\_\_

- A. **SD** \_\_\_\_\_  
B. **SD** \_\_\_\_\_

III. **Bang GS:** \_\_\_\_\_

- A. **SD** \_\_\_\_\_  
B. **SD** \_\_\_\_\_

IV. **Bongo GS:** \_\_\_\_\_

- A. **SD** \_\_\_\_\_  
B. **SD** \_\_\_\_\_

Roman numerals II, III, and IV are developed into GS-SD oral paragraphs to explain the speech's Bing, Bang, and Bongo General Statements.

V. **Summary:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Roman numeral V again lists the Bing, Bang, and Bongo in the order they were originally spoken in the PT and covered within the body of the speech. (For an oral book report, it is appropriate to express an opinion about which kind of people will like this book. (Making such a statement is optional, but it is an appropriate way to end an oral book report.)

## SPEECH EVALUATION FORM

Speaker: \_\_\_\_\_ Topic: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Circle the appropriate words and write on the back of this form.

- |   |                          |   |
|---|--------------------------|---|
| 1. PT in parallel grammatical form:   | (Yes)                    | (No)  |
| 2. Transitions: (None) <b>HEADER</b> (Many) (Subtle)<br>(Appropriate) <b>SUB HEADER</b> |                          |   |
| 3. Bing, Bang, Bongo GSs supported with vivid SDs.<br>(Appropriate)                     | (Yes)                    | (No)  |
| 4. Summary:   | (Yes)                    | (No)  |
| Variation from PT?  | (Yes)                    | (No)  |
| Related to listeners' lives?  | (Yes)                    | (No)  |
| 5. Final Evaluation:  | <i>above average (+)</i> | <i>average (✓)</i> <i>below average (-)</i> |

On the back of this sheet write a (+), a (✓), or a (-).  
Explain your reasons in one to three sentences.

## SPEECH EVALUATION FORM

Speaker: \_\_\_\_\_ Topic: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Circle the appropriate words and write on the back of this form.

- |   |                          |   |
|---|--------------------------|---|
| 1. PT in parallel grammatical form:   | (Yes)                    | (No)  |
| 2. Transitions: (None) <b>HEADER</b> (Many) (Subtle)<br>(Appropriate) <b>SUB HEADER</b> |                          |   |
| 3. Bing, Bang, Bongo GSs supported with vivid SDs.<br>(Appropriate)                     | (Yes)                    | (No)  |
| 4. Summary:   | (Yes)                    | (No)  |
| Variation from PT?  | (Yes)                    | (No)  |
| Related to listeners' lives?  | (Yes)                    | (No)  |
| 5. Final Evaluation:  | <i>above average (+)</i> | <i>average (✓)</i> <i>below average (-)</i> |

On the back of this sheet write a (+), a (✓), or a (-).  
Explain your reasons in one to three sentences.

## CONTRAST SPEECH TEACHING DIRECTIONS

---

The STEPS contrast essay format allows student to contrast elements of literature, of course, but adapts well to social studies topics. Students can contrast two historical leaders, two countries or regions, two governing or military organizations, or two political ideologies.

### Materials

- EXERCISE 2 — *class set*
- SPEECH EVALUATION FORM — *class set + extras (optional)*
- Note cards (4" x 6") — *several class sets*
- \*Writing Folders — *class set (contents as needed)*

### Procedure

1. When students have mastered explanatory speeches, introduce EXERCISE 2 CONTRAST SPEECH (Writing a Phrase Outline).
2. Work with students as they master this more complex organizational technique for public speaking.

## EXERCISE 2

### CONTRAST SPEECH (WRITING A PHRASE OUTLINE)

---

- Step 1 State your speech **Topic**: \_\_\_\_\_
- Step 2 Develop a **Focus Question (FQ)** that includes two items to contrast: \_\_\_\_\_

- Step 3 List three to five **General Statement (GS)** points for the two items you will contrast:

- Step 4 Arrange three of these ideas as your GS ideas in order of increasing importance:

**Bing:** \_\_\_\_\_

**Bang:** \_\_\_\_\_

**Bongo:** \_\_\_\_\_

- Step 5 Write a phrase outline of your speech:

I. **Preview Thesis**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(This lists the **Bing**, **Bang**, and **Bongo** General Statement ideas or elements in the same order found in Step 4.)

II. **Bing GS:** \_\_\_\_\_

A. **SD** First item being contrasted \_\_\_\_\_

1. **SD** \_\_\_\_\_

B. **SD** Second item being contrasted \_\_\_\_\_

1. **SD** \_\_\_\_\_

III. **Bang GS:** \_\_\_\_\_

A. **SD** First item being contrasted \_\_\_\_\_

1. **SD** \_\_\_\_\_

B. **SD** Second item being contrasted \_\_\_\_\_

1. **SD** \_\_\_\_\_

IV. **Bongo GS:** \_\_\_\_\_

A. **SD** First item being contrasted \_\_\_\_\_

1. **SD** \_\_\_\_\_

B. **SD** Second item being contrasted \_\_\_\_\_

1. **SD** \_\_\_\_\_

Roman numerals II, III, and IV are developed into GS-SD oral paragraphs explaining the elements being contrasted for the speech's Bing, Bang, and Bongo.

V. **Summary:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Roman numeral V again lists the Bing, Bang, and Bongo in the order they were originally spoken in the PT and covered within the body of the speech.



# PERSUASIVE SPEECH

## TEACHING DIRECTIONS

---

The persuasive essay, more than almost any other form, is useful for speech making. Have your students develop a list of topics to be argued or presented for persuasion. This can be a time when the parallel structure of the **Preview Thesis (PT)** can be developed with great force. Students who attend religious services can be asked to listen for the main points of a sermon. During election season, political speeches are often excellent examples of persuasive speeches. Tuning in to televised congressional hearings or debates also provide opportunities for students to hear effective persuasive speeches. Often these are not only in parallel structure, but main points often begin with the same letter or sound (alliteration).

The Persuasive Essay outline can be used as a speech guide with basically no change in instruction or writing elements. After your students have presented the explanatory and contrast speeches, they should be comfortable enough to present a persuasive speech with the emotion that sometimes becomes a part of persuasion.

### Materials

- EXERCISE 3 — *class set*
- PERSUASIVE PROPAGANDA — *as needed*
- SPEECH EVALUATION FORM — *class set + extras (optional)*
- Note cards (4" x 6") — *several class sets*
- \*Writing Folders — *class set (contents as needed)*

### Procedure

1. Hand out and then walk your students through EXERCISE 3 PERSUASIVE SPEECH (Writing a Phrase Outline). Advise students that a useful way to utilize the persuasive speech is to choose a series of focus questions that can be argued both “for” and “against.”
2. Have students choose one side or the other in study pairs and present their speeches as debates.
3. This style of speech can also make use of the research essay program to provide the speakers with valid support material for the points to be argued.

# EXERCISE 3

## PERSUASIVE SPEECH (WRITING A PHRASE OUTLINE)

---

Step 1 Make a title out of the **Topic**: \_\_\_\_\_  
Step 2 Develop a **Focus Question (FQ)**: \_\_\_\_\_  
\_\_\_\_\_

Step 3 List three–five **General Statements (GSs)** that answer to the Focus Question:  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Step 4 Arrange three of these ideas as your GS ideas in order of increasing importance  
1. Bing: \_\_\_\_\_  
2. Bang: \_\_\_\_\_  
3. Bongo: \_\_\_\_\_

Step 5 Write a phrase outline of your speech:  
I. **Preview Thesis**:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(This lists the main ideas of the speech.)

II. **Bing GS**: \_\_\_\_\_  
\_\_\_\_\_  
A. **SD** \_\_\_\_\_  
B. **SD** \_\_\_\_\_

III. **Bang GS**: \_\_\_\_\_  
\_\_\_\_\_  
A. **SD** \_\_\_\_\_  
B. **SD** \_\_\_\_\_

IV. **Bongo GS**: \_\_\_\_\_  
\_\_\_\_\_  
A. **SD** \_\_\_\_\_  
B. **SD** \_\_\_\_\_

Roman numerals II, III, and IV are developed into GS-SD oral paragraphs to explain the speech's Bing, Bang, and Bongo General Statement ideas.

V. **Summary**: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Roman numeral V again lists the Bing, Bang, and Bongo ideas in the order they were originally spoken in the PT and covered within the body of the speech.

# PERSUASIVE PROPAGANDA

---

“Propaganda” is a word that means \_\_\_\_\_

---

People use propaganda to persuade an audience! Commercials and advertisements are full of propaganda. Take a look at some of these commonly used techniques and see if you can use any of these in your essay to improve your power of persuasion!

**“LOADED” WORDS** — Words and phrases that have a strong emotional impact.

Without loaded words: *Cleanall kills germs.*

With loaded words: *Cleanall kills deadly germs, protecting the lives of your loved ones.*

**EXPERT SUPPORT** — Associating the idea with a well-known organization or person, or with a professional organization or group of people; using experts’ opinions.

*The American Diabetes Association recommends eating five servings of fruits or vegetables every day.*

**BANDWAGON** — Stressing the idea that people like to do what others are doing and like to believe what others believe.

*Across the nation, people everywhere are discovering the strength, quality, and good value in the Smith 990 truck.*

**PLAIN FOLKS** — Identifying the opinion or issue with common people and common needs, making it seem commonly obvious that your opinion or issue is correct.

*As a kindergarten teacher and mother of three, my mom works hard all day, every day. She really deserves to win the relaxing week-long vacation to Hawaii!*

THE NEXT STEP reinforces for students the disciplined steps necessary to successfully complete a demanding final essay examination. The techniques will also help students as they write essays for standardized college entrance examinations. Because the students understand how to construct a thesis control statement and how to support it with GS-SD paragraphs and an ending Summary paragraph, they will write organized essays demonstrating what they know—essays that you, your colleagues, and the college testing services will find easy to evaluate.

### Materials

- WRITING ESSAY EXAMS (1–5) — *class set + display copies*
- Notes from a class experience — *students' own (e.g., a lecture, a discussion, a film watched, study questions from reading a textbook, etc.)*

### Preparation

1. The first essay exams you require of your students should be *explanatory* essays.
  - a. Your essay questions should be limited and focused.
  - b. Be sure your students can easily shape your essay question(s) into Bing, Bang, and Bongo General Statement ideas in a Preview Thesis control statement.
  - c. Be very careful that you don't give them a topic or focus question that is too broad or general.

Compare these sample questions:

**Hard** essay question for beginners:

How did the community react to the white family's adopting the black baby in John Neufeld's novel *Edgar Allan*?

**Easier** essay question for beginners:

How did three individuals or groups within the community react to the white family adopting the black baby in John Neufeld's novel *Edgar Allan*?

**Hard** essay question for beginners:

Why did persons like to settle in Colonial America?

**Easier** essay question for beginners:

Discuss several reasons why Europeans eagerly settled in Colonial America, 1600–1750.

# ESSAY EXAMS

## TEACHING DIRECTIONS



*Study Troubleshooting (page 1:16)  
for suggested remedies for related or  
other student composition problems.*

*Above all: From the beginning strive  
to build student confidence that  
they can write essay exams—even  
college entrance essays—under  
pressure.*

### Procedure

With practice, students can learn to adapt their essay training to writing essays under the time pressure of a monitored essay exam. Since this is merely an adaptation of what the students have already learned about essay formats most students can then face essay exams with great confidence.

1. Distribute the WRITING ESSAY EXAMS handouts. You should likely proceed rather rapidly through the first page of the handout. When you get to Step 3 on the handout's second page, start moving *slowly* and *carefully*.
2. Stress for the students that Step 4 about planning and managing available time is crucial to success.
3. Likewise, Step 5, deciding on a focus question is important. Students will maximize their time if they make sure that they understand what the question is asking, then take a couple of minutes to plan carefully how to respond. Making an outline is the step where many students get in trouble when taking an essay exam. These are two mistakes they typically make:
  - a. They write down only the General Statement ideas, failing to support their potential GSs with concrete examples (SDs). This results in fuzzy essays that are weak and unconvincing.
  - b. They write down too many words during their planning. This results in unfinished essays because students run out of the time needed to complete the essay under the time constraints imposed.
4. If your students have problems with Steps 4 and 5, allow the class to practice taking an essay examination using a brief, key word outline on a question you have given them in advance.
  - a. A day or so in advance you give them three questions and tell them they can make brief, key word outlines (about one-third of a page on each question) prior to the test day.
  - b. On test day, number off your students: 1s, 2s, and 3s. Then have them write on the numbered essay—1, 2, or 3—that fate has given them.
  - c. You will thus condition them to write from a brief outline that is appropriate to the essay's length.

5. From the beginning, make clear to your students that while essay exams are not formal compositions, they must be clearly organized in PT (Preview Thesis), Bing, Bang, and Bongo GSs, SDs to support the GSs, and S (Summary) fashion. To emphasize the importance of this organization, explain these points about the actual writing of an essay exam:
  - a. They write the essay only once. The draft they first write is their final draft. Rather than wasting time recopying and polishing for style, they should spend their time packing in SDs showing how much they know about the topic.
  - b. After spending about one-fifth of the time on planning, students should start writing their essay with the PT control statement.
  - c. Stress that they should leave time to proofread for grammatical errors, to pack in some final dates and names, and to make sure that their abstract GS ideas are supported by perceptive SD words or phrases.
6. If you are an English teacher using this program, inform teachers in your school who also have your students that you have introduced your students to each essay format: *explanatory*, *persuasive*, and *contrast*. These teachers may then reinforce your teaching by giving essay exams that require answers to be organized in appropriate formats.
7. Emphasize to your students that their STEPS essay exams don't *have* to have three key ideas. Some may necessitate only two; others, four or more. To ensure that your college-bound students understand this, purposely give them focus questions requiring them to write two-idea or four-idea essay exams.

# ESSAY EXAMS

## TEACHING DIRECTIONS



*Remember: Your goal is to build up confidence so that all your students can perform under pressure without feeling panic.*

### Evaluation

1. Here are some suggestions dealing with evaluation of your students' essay exams:
  - a. You don't have to assign a grade on every essay exam your students write. For example, you may want them to write three essay exams on successive days. Have them staple their best essay on top of the other two. Grade only that one exam.
  - b. Less capable students should be allowed to take home their first essay exam attempts.
    - Allow them to complete or rewrite them under less pressure.
    - Gradually wean the students away from such extra time and psychological support.
  - c. Occasionally as you evaluate a class set of essay exams, cluster the evaluated essays into stacks representing their basic problems. (Examples: broken parallelism in the Preview Thesis; no transitions between paragraphs; no unity within paragraphs; GSs backed up with GSs (no SDs); a supporting statement that lamely repeats the same words that appear in the Preview Thesis; unfinished essays—their writers either knew nothing or allocated time unwisely.)
    - Have students with the same problem sit in study quads and read one another's essays.
    - Have students make suggestions prior to a required rewrite of all or a portion of their essays.
  - d. Particularly watch that your brighter students don't try to bluff you with their ability to organize and to put down your course's concepts while they fail to include sufficient SDs. You need to come down hard on such students who try to "blow snow" on their way to an A grade.

# WRITING ESSAY EXAMS (1)

---

## Learning to plan for and write essay exams

1. While preparing for an essay exam, consider, “What about the topic is really important to our teacher?” (Realize that teachers emphasize facts and ideas they think students must know.)
2. Managing time effectively is a real challenge when you must write under timed pressure. With concentration and practice you can conquer a lazy or wandering mind.
3. You recall the STEPS essay procedures and apply them as you write a clear, forceful composition under the pressures of a timed examination.

## Essay Exam Procedures

Step 1 Ask your teacher for guidance on which topics to study prior to examination day.

Step 2 As you study, examine each topic and break it into Bing, Bang, and Bongo General Statement (GS) ideas. Even though you don’t know the exact Focus Question (FQ) in advance, you can identify the most important concepts. Write a sheet of notes for each topic.

### Example 1: Literature

If an American Literature teacher gave you the topic, “Important American Writers before 1780,” you might use your class notes and your textbook to write the following:

- Jonathan Edwards, 1703–1758
  - ...greatest Puritan theologian
  - ...The Great Awakening
  - ...sermons—“Sinners in the Hands of an Angry God”
- Benjamin Franklin, 1706–1790
  - ...Poor Richard’s Almanac (Practical advice, memorable sayings such as “Plow deep..”)
  - ...Autobiography—suggestions for worldly success
- Thomas Jefferson, 1743–1826
  - ...Notes on Virginia—agriculture
  - ...“Declaration of Independence”—natural rights, its impact upon the world

### Example 2: Social Studies

If an American History teacher gave you the topic, “Reform Movements before the Civil War,” you might use your class notes and your history text to write the following:

- Women’s rights
  - ...Lucretia Mott / Elizabeth Cady Stanton—first women’s rights convention, Seneca Falls, NY, 1848
- Prisons
  - ...Dorothea Dix—horrified by conditions (criminals, the mentally ill, the sick, and poor jailed together)
  - ...influenced Massachusetts laws, 1840s
- Education
  - ...Horace Mann—tax support for Massachusetts schools
  - ...1830s: introduced teacher training
- Abolitionism
  - ...Frederick Douglass—freed slave, lecturer
  - ...William Lloyd Garrison—moral crusade, burned Constitution, Am Colonization Society
  - ...Harriet Beecher Stowe—Uncle Tom’s Cabin
  - ...Harriet Tubman—underground railroad



## WRITING ESSAY EXAMS (2)

---

- Step 3 In the days prior to your essay examination, study any notes you have made so that you enter the testing room confidently.
- Step 4 After your teacher gives the essay examination topic (or question), make certain you know how many minutes you will have for writing the complete exam. Mentally divide that time into three parts for the following three activities: planning, writing, and proofing.
- Example 1: You have 30 minutes in which to write one essay.**
- Mentally divide the 30 minutes into one-fifth for planning (about six minutes), three-fifths for actual writing (about 18 minutes), and one-fifth for proofing (about six minutes).
  - Next look at the wall clock or your watch. If it is 10:05 a.m., write down 10: 11 to remind you when you are to begin writing from your brief planning outline.
  - Then write down 10:29 to remind you to stop writing, and that you have six minutes to correct any spelling/grammatical errors and to insert additional Specific Details.
- Example 2: You have 50 minutes in which to write two essays.**
- Mentally divide the 50 minutes into two halves—in this case, 25 minutes for each essay.
  - Then mentally divide the 25 minutes into one-fifth for planning (five minutes), three-fifths for actual writing (15 minutes), and one-fifth for proofing (five minutes).
  - Next look at the time. If it is 10:05 a.m., write down 10:30, the time when you must begin your second essay. Then write down 10:10 to remind you when you will begin writing from your brief planning outline. Finally, write down 10:25, when you will stop writing in order to have five minutes left for proofing spelling/grammar and for adding Specific Details that you remember.
  - Upon finishing the first essay at 10:30, write down 10:35 and 10:50 to remind you when to begin writing and proofing your second essay.
- Step 5 Having rapidly made the calculations ensuring that you'll use your time wisely, next examine the topic or focus question you must write upon. Note: Your teacher may give you a topic that is not in focus question format. When that happens, you must mentally translate the topic into a focus question that you create.
- United States History Sample Topic:** "Discuss pre-Civil War reform movements in America."
- In your mind you would ask several questions about this topic: What were several reform movements? Who led several reform movements? What were several reform movements trying to accomplish?
  - Suddenly one focus question will seem right to you because you know you have sufficient knowledge to answer it. For instance, imagining that you are the student who wrote the notes in Step 2, you would logically create this focus question: What were certain individuals trying to accomplish in several American pre-Civil War reform movements?
  - With such a focus question in mind, you now write a very brief key word Bing, Bang, and Bongo GS outline during your remaining planning time. You do not have enough time to write a neat, fully detailed outline, but if you organize your answer in GS-SD fashion, you will stay on course. Note: You can organize your essay in the explanatory format or in the contrast format. Use the one that most logically fits the focus question that your or your teacher has devised.

## WRITING ESSAY EXAMS (3)

---

- Step 6 You next spend most of the available time to write the essay *ONCE*. Note that last italicized word. While writing an essay examination, you do not have enough time to write a rough draft, to polish your thoughts, and to recopy to a final draft. Therefore, follow your outline and carefully think out each sentence.
- Step 7 Use the remaining portion of the time to check your spelling, grammar, and word usage and to add some SDs if you suddenly remember anything that is particularly important. Make corrections neatly by placing them above the original copy which you have ~~marked through~~ with a single line.

### Final comments

Master writing the essay exam under pressure and you will have success in any post high school education you take. You will not fear planning and writing an essay in a timed writing period because you will know you can do it. After all, you will have mastered this challenge already!

1. You do not always have to have three key ideas controlling a STEPS essay. Sometimes you may have only two key ideas. Other times you may have four or more. In the essay model, the writer had four.
2. Because your essay is clearly organized into GS idea paragraphs, your teacher will appreciate it and your grade will be higher. Realize that a teacher facing the pressure of reading several sets of student essays is happy to pick up and evaluate any essay that tells where the essay is going, goes there, and then tells the teacher where the essay has been. Consequently, memorize this essay exam slogan: "Tell them where you're taking them, take them, and then tell them where you took them."
3. With practice, writing longer essay examinations will become increasingly easy. As long as you have done some studying in advance, you will be able to take any topic or focus question given you, organize it into two to four ideas, and write a clearly organized essay.

## WRITING ESSAY EXAMS (4)

Megan wrote on this exam topic: *Discuss pre-Civil War reform movements in America.* She planned and wrote her essay after formulating this FQ: *Prior to the American Civil War, what famous Americans worked on what social reform movements?*

2 Women's rights  
L. Mott  
Seneca Falls, 1848

1 Prisons  
D. Dix  
Mass  
all thrown together

4 Abolition  
F. Douglass  
W. L. Garrison  
moral crusade  
underground RR

3 Education  
H. Mann  
tax for publ. ed  
teacher training



Megan quickly wrote the word clusters to help her answer her focus question. She numbered the word clusters to indicate the sequence of her paragraphs. See Step 5 on **Writing Essay Exams (2)**.

*Discuss pre-Civil War reform movements in America*

The Preview Thesis rephrases the FQ that Megan developed from the topic.

*During the years just prior to the American Civil War several famous Americans worked in different social reform movements: prisons, women's rights, education, and abolitionism.*

To help her reader move through her exam, Megan uses clear Transitions to introduce each paragraph. Every paragraph has a GS that she supports with SDs from her outline above her essay and from her memory of her review notes.

*First of all, Dorothea Dix was horrified by America's inhumane prisons. She visited many jails, filling notebooks with information on the primitive conditions. For example, old and young men, women, and children were all thrown together in cold, dirty jail cells. Sane and insane people were kept together in the same cells. Her pressure resulted in the Massachusetts State legislature passing laws to improve prisoners' living conditions. Miss Dix then worked for prison reforms in other states.*



Megan presents names, dates, and quotations in her essay exam; consequently, she shows her grasp of her subject.

*A second area needing reform was the situation of women. The desire for legal equality motivated Lucretia Mott and Elizabeth Cady Stanton. In 1848 they organized the first women's rights convention at Seneca Falls, New York. There women presented their grievances to the world. They pointed out that women were "dead in the eyes of the law." Therefore, Mott, and Stanton wanted all women to have legal rights equal to men. They denounced the injustice of a double standard of morality. They stressed that they wanted women to be more than "baby machines."*

## WRITING ESSAY EXAMS (5)

---

Education was the third area interesting American social reformers in the mid-nineteenth century. In Massachusetts Horace Mann made a national name for himself by working hard so that his state of Massachusetts would pass a law so that its citizens would be taxed to support public schools. He also set up the first college that would train future schoolteachers.



Megan saves her most important information for her final main idea paragraph.

Finally, the most heated reform movement was abolitionism. Moral crusaders such as Frederick Douglass, a black, and William Lloyd Garrison, a white, were leaders fighting to rid America of slavery. Douglass made his fiery speeches throughout the North; Garrison published his angry newspaper “The Liberator.” All abolitionists worked together to stop slavery from spreading into the new territories. Antislavery people called slavery “a cancer that is going to grow and kill America.” Besides speaking out against slavery, abolitionists set up an “underground railroad” with stations (“safe houses”) where escaping slaves slept overnight as they were helped to escape to Canada. Freed slaves such as Harriet Tubman led many people to freedom.



The Summary (S) rephrases the Preview Thesis ideas but uses different words.

In summary, the two decades before the American Civil War were exciting ones for social reformers working to improve prisons, to give American women equality, to finance public education, and to rid America of its most horrible institution—slavery.







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# LONG RESEARCH ESSAY

## TEACHING DIRECTIONS

### Definition

A long research essay presents well-documented information pertaining to a particular issue or idea. Long research essays:

- Include note cards and an accurate bibliography of sources consulted
- Present facts, opinions, and/or arguments in a logical, well organized format
- Follow the format of an explanatory, contrast, or persuasive essay
- Include multiple paragraph sections that develop each general statement idea

### Materials

- EXERCISE 1 (1a–1n) — *class set + display copies*
- RESEARCH ESSAY PLAN — *class set and/or display copy*
- PARTIAL OUTLINE: Sample Research Essay — *class set and/or display copy*
- EXERCISE 2 (2a–2c) — *class set + display copies*
- WORKS CITED RECORDING BLANKS (set of five) — *as needed + display copies*
- GENERAL STATEMENT RESEARCH SHEET — *as needed + display copy*
- LONG RESEARCH ESSAY RUBRIC — *class set + one to post (optional)*
- CHECK YOURSELF CHART: Long Research Essay — *class set*
- \*Writing Folders — *class set (contents as needed)*

\*See **Setup Directions 6, Writing Folders** for more information about Writing Folders.

### Procedure

1. Hand out all EXERCISE 1 sheets (1a–1n). Display EXERCISE 1a. Point out how a long research essay differs from essays students may have written in earlier years.
2. Continue leading students through EXERCISE 1a–1n using the overlays to point out key points as they follow on their handouts. At the appropriate moment, give students the WORKS CITED RECORDING BLANKS and three GENERAL STATEMENT RESEARCH SHEETS. On a display copy indicate how the information would be filled out on a Works Cited Blank for each of the sources. On EXERCISE 1d, show how students would use separate papers (GENERAL STATEMENT RESEARCH SHEET) for the Bing GS, the Bang GS, and the Bongo GS. This may seem like wasted paper, but on such an involved research project, it is essential. When individual research begins, provide GENERAL STATEMENT RESEARCH SHEETS so that students can separate the Bing, Bang, and Bongo GS ideas by color.



*Research, especially using electronic sources, is an important part of the standards put forth by national and state organizations and agencies. We have organized these teaching suggestions for the typical classroom situation. If your situation is different, simply modify the suggestions.*

*The lesson is designed to be self-teaching, however, even more advanced students benefit from adult encouragement and tutoring.*

*Suggest that students use color cues during research to assist organization. Print the GENERAL STATEMENT RESEARCH SHEETS in three different colors. Encourage students to use a different color for each General Statement (Bing, Bang, and Bongo) idea that they will cover. If they need more than one sheet for a given General Statement, make sure they stay with the same color for that idea.*

*By this stage of their school careers students should know how to use the Card Catalog, a microfiche, and The Reader's Guide to Periodical Literature. If your students lack library skills, arrange for such instruction through your media center.*

## LONG RESEARCH ESSAY TEACHING DIRECTIONS

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3. Distribute and/or show the overlay of the RESEARCH ESSAY PLAN and the PARTIAL OUTLINE: SAMPLE RESEARCH ESSAY to reinforce the EXERCISE 1 lessons.

4. Have study pairs look over one another's work before students proceed.

**Special Note:** Internet sources should be included in this instruction if your classroom is computer-equipped, or if your students have access to computers the Internet. Instructions for how to document Internet research sources can be found in most school libraries.

Note that the basic note-taking process is the same regardless of the source of information. Use overlays of the WORKS CITED RECORDING BLANKS to show how to record the information.

5. Distribute all EXERCISE 2 pages and at least one set of WORKS CITED RECORDING BLANKS. Showing EXERCISE 2 display copies—as well as showing again EXERCISE 1 display copies with the model essay—talk students through the steps listed in EXERCISE 2 to help them have the confidence to plan and write their own long research essays. Point out how these steps relate to EXERCISE 1.

# LONG RESEARCH ESSAY TEACHING DIRECTIONS

6. Give students plenty of time and considerable help as they do EXERCISE 2 on their own topics. Have them work in study pairs so they can help one another through these steps.
7. Establish checkpoints as necessary. Logical checkpoints follow Step 1 and Step 4.
8. Have student pairs read one another's rough drafts using the CHECK YOURSELF CHART: Long Research Essay *before* they write their final drafts.
9. To optimize peer-teaching experiences for your students, have two study pairs form a study quad. The quad members then conduct a Read-a-round, with each editor filling out the **Student Readers' Suggestions** section on the bottom of the CHECK YOURSELF CHART.
10. After students have evaluated one another's essays, have them complete their final drafts, then turn in the essays for evaluation.
  - a. Teachers often find it useful to have the rough drafts and CHECK YOURSELF CHART turned in at the same time. This allows the teacher to see if the student is paying attention to the peer (or teacher) comments and to evaluate the sophistication of the peer editing.
  - b. Insist that students correct whatever mechanical mistakes you have marked that the editors have missed before you record their grades. (We usually would give a half grade bonus for this work.)
  - c. If you are using the essay progress charts (WRITING TALLY SHEET and ESSAY TITLE LIST) have the students complete them.



*By stapling the WORKS CITED RECORDING SHEETS to the GENERAL STATEMENT RESEARCH SHEETS, students will be reminded to cite the sources as they outline. That way they don't lose track of the source before they finish the essay.*

*Also, each line of the GENERAL STATEMENT RESEARCH SHEETS reminds the students to record the source name and page number (a common error).*

**Troubleshooting** (page 1:16) includes several corrective exercises. We suggest that for above-average ability classes you give these, individually, to students needing help. However, with average ability classes, it is likely a good idea to give the exercises, one at a time, to all students in order to reinforce the essay-building concepts.

# EXERCISE 1A

## SAMPLE RESEARCH ESSAY

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Many advanced academic classes require long essays involving considerable research. This lesson will show you how to plan and write a Long Research Essay.

The BASIC STEPS Research Essay process includes these steps:

- Decide on a topic and write a focus question
- Find source materials and do general reading about your topic
- Make a General Statement/Specific Detail (GS/SD) outline and take notes on these ideas
- Write a rough draft, edit it, and write a final draft, complete with source reference notes and a works cited list.

THE NEXT STEP Long Research Essay uses the same process, but requires *more*:

- *More* in-depth reading
- *More* complex organization  
Each General Statement idea (*Bing, Bang, and Bongo*) is developed within a section containing two to five paragraphs (rather than the less demanding single paragraph form).
- *More* detailed analysis and more sophisticated thought

Place yourself in the role of an American History student assigned to write a long research essay on a pre-civil War topic. Follow these steps:

### Step 1 — Choose a Topic and Write a Focus Question

#### A. Decide on a General Topic

When you first look at the list of topics provided, the only topic of interest to you is Thomas Jefferson. The previous summer, while vacationing in Washington, D.C., you had stood in awe under the giant statue of Jefferson inside the Jefferson Memorial.



*Following the directions on these pages will take concentration and imagination. If you use both, you will gain a great deal from this exercise.*

#### B. Do General Reading on the Topic

But what part of Jefferson's life will you research? You know it has to be something that really interests you, for you remember your teacher's words, "Be sure you like your topic. You're going to be working with it for many hours." In fact, your class has six weeks for this Research Essay. Obviously, then, you have to like the topic or you are in for a long six weeks. Consequently, you go to your school library and first read an overview of Jefferson's life in a general encyclopedia.

## EXERCISE 1B

### SAMPLE RESEARCH ESSAY

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#### C. Narrow the Topic

While reading this general encyclopedia overview, you are intrigued by a photograph of the tombstone Jefferson designed for his own grave. The photograph inscription says that Jefferson wrote the words which appear on the tombstone, but the photograph is too small for you to read the words.



*Don't be too broad in your research.  
Focus in!*

#### D. Do Additional Reading on the Narrowed Topic

To find out exactly what those words are, you ask the librarian if the library has any specialized reference works on presidents. The librarian directs you to *The Dictionary of American Biography*, whose Jefferson article is several pages long.

*All of us admire the individual who knows "a little about a lot"; however, a human being can become truly fascinating when she/he knows "a lot about a little."*

#### E. Decide on a Specific Focus Question

This article states that Jefferson wanted three accomplishments listed on his tombstone: author of the Declaration of Independence, author of the Virginia Statute for Religious Freedom, and father of the University of Virginia. You turn back to an earlier part of the article and find a brief description of how Jefferson literally did "father" the University of Virginia while he was an elderly man in his eighties: he designed the buildings, he organized the curriculum, and he even influenced hiring the faculty. The amount of time and energy it must have taken to do all these tasks make you think of your energetic grandfather. Suddenly you sense a *CLICK* in your mind: you decide to research what Jefferson was trying to accomplish by "fathering" the University of Virginia. Consequently, you write your tentative focus question: *What was Thomas Jefferson trying to accomplish while supervising the creation of the University of Virginia?*

### Step 2 — Find Specific Sources

#### A. Search for Specific Sources

Additional research in both your school and community libraries reveals that you are in trouble. You simply are not going to be able to find sufficient sources on a topic so limited. Although there are several books on Jefferson and perceptive comments on his accomplishments, you find only one full article on Jefferson and education. You realize that you have to change your focus question.



*"Surfing the Net" can become a fascinating way to DIVE into your topic. However, be disciplined, for time evaporates while you are surfing!*

## EXERCISE 1C

### SAMPLE RESEARCH ESSAY

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#### B. Revise your Focus to fit the Sources Available

As you reflect on your problem, you remember that STEPS essays often focus on three General Statement ideas (Bing, Bang, and Bongo). Suddenly you sense another *CLICK* in your mind: Why not research all three of Jefferson's favorite accomplishments rather than just the third? Therefore, you change your focus question to read:

*What significance can be found in the inscription on Thomas Jefferson's tombstone?* You know your topic is bound to be quite interesting, for why would a man who had been governor of Virginia, ambassador to France, secretary of state, and vice president and president of the United States decline to mention any of these accomplishments?

**Note:** In this imaginary situation, you did not have access to a college or university library or the Internet. Using such resources, you would likely have no trouble locating enough information to write a Long Research Essay on Jefferson and the University of Virginia. However, in this imaginary situation you very wisely change your focus question so that your previous focus becomes one section of your paper rather than the whole paper. When your writing depends on this level of research, you must be ready to broaden or narrow your focus question, depending upon how much time you have for your research and how much research material you can obtain.

#### C. Do Additional Reading on the Revised Focus Question

Read and search further to assure that additional sources are available for your new topic. At the library you use the card catalog, *The Reader's Guide to Periodical Literature*, and various vertical files. You quickly skim more encyclopedia overviews, some chapters in books, a few articles, and a few pamphlets. You also use the Internet. You discover that the University of Virginia has a fantastic website dedicated to its revered founding "father." You are satisfied that you have access to sufficient material for your Long Research Essay. Record each source on an appropriate WORKS CITED RECORDING BLANK. You will organize your research as you read by making notes on GENERAL STATEMENT RESEARCH SHEETS.



Questions such as these two in this paragraph are "intuitive leaps" that open doors into your topic.

#### Important!

Remember to check all Internet sources carefully: not all information available is accurate or unbiased.

## EXERCISE 1D

### SAMPLE RESEARCH ESSAY

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#### D. Develop a Source Sheet

You are now ready to compile a Source Sheet. Take out one 8.5" x 11" sheet of paper and write all the sources that you will use. Later you will alphabetize the sources into a formal Works Cited list.

(Note: Sources with no author are alphabetized by title.)



See the formal Works Cited List at the end of the essay in EXERCISE 1 n.

#### Source Sheet

##### Jefferson and His Tombstone

- Moscow, Henry, *Thomas Jefferson and His World*, American Heritage Publishing Co., Inc.: NY, 1960.
- Bragdon, Henry W., *History of a Free People*, Macmillan: NY, 1961.
- \_\_\_\_\_, "Thomas Jefferson," *Encyclopedia Britannica*, Volume 10: Chicago, 1974.
- Malone, Dumas, *The Jeffersonian Heritage*, Beacon Press: Boston, 1954.
- Commager, Henry Steele and Alan Nevins. "Jefferson Writes the Declaration of Independence," *The Heritage of America*, Little, Brown, and Co.: Boston, 1950.
- Goodrich, Chester, "Mr. Jefferson's University," *Holiday*, May 1961.
- Koch, Adrienne and William Peden, *The Life and Selected Writings of Thomas Jefferson*, Modern Library: NY, 1944.
- Pierson, Jr., William H. "Thomas Jefferson: Educator and Architect," faculty lecture, September 21, 1965, printed by Williams College.
- Commager, Henry Steele. "Our Declaration Is Still a Rallying Cry," *New York Times Magazine*, July 2, 1961.
- Schlesinger, Arthur M. "Our Ten Contributions to Civilization," *The Atlantic, Monthly* August 1960.
- Becker, Carl, *The Declaration of Independence*, Alfred Knopf: NY, 1960.
- Smith, Page, *Jefferson: A Revealing Biography*, McGraw-Hill: NY, 1976.



# EXERCISE 1E

## SAMPLE RESEARCH ESSAY

### Step 3 — Make an Outline and Take Notes

#### A. Make a GS/SGS Note Control Outline

Confident that you have sufficient sources for your essay, you reflect upon its three General Statement ideas and write the simple outline below based upon your preliminary reading. Note that each major General Statement (Bing, Bang, and Bongo) will be one section of your paper. The Supporting General Statements will be one or more paragraph within each section. You will develop these paragraphs with Specific Details from your research.

(This outline will act as a control to make certain that you do not stray during your research.)

##### A. **Bing GS**      *Declaration of Independence*

SGS 1: Writing the Declaration

SGS 2: Ideas in the Declaration

SGS 3: Impact of the Declaration

##### B. **Bang GS**      *Virginia Statute for Religious Freedom*

SGS 1: Religious situation in Virginia and Colonial America

SGS 2: Ideas in the Statute

SGS 3: Impact of the Statute

##### C. **Bongo GS**      *The University of Virginia*

SGS 1: Architecture

SGS 2: Faculty and curriculum

SGS 3: Jefferson's Supervision

SGS 4: Importance to Jefferson and America

#### B. Set up Note Sheets

Set up 10 GENERAL STATEMENT RESEARCH SHEETS, each with a heading containing the idea of one General Statement in your **Note Control Outline**.

##### Examples:

- Heading for your first note sheet (Bing GS — SGS 1):  
*Declaration of Independence — Writing the Declaration*
- Heading for your fifth note sheet (Bang GS — SGS 2):  
*Virginia Statute for Religious Freedom — Ideas in the Statute*
- Heading for your tenth note sheet (Bongo GS — SGS 4):  
*The University of Virginia — Importance to J. and America*



Remember to include Step 3A. It is a mistake to try to proceed without having a control outline!



##### Important!

**Note well:** Because you carefully set up separate note sheets **before** you write down any notes, you will have organized notes when you write your paper.

# EXERCISE 1F

## SAMPLE RESEARCH ESSAY

### C. Develop a Note Sheet

Here are three entries you place on your first note sheet:

#### D of I—Writing the D of I

- (Smith 89) Cont. Cong. appointed a committee of five to write the D of I: Roger Sherman, Robert Livingston, John L Adams, Ben Franklin, and J.
- (Smith 92) J. was outranked in fame and age by Adams and Franklin, yet committee had him write it. Why? No person on committee “had any notion that the declaration accompanying the resolution for independence would become such a heroic document.” (Page Smith)
- (Smith 93) Franklin and Adams had big egos. They would have had “second thoughts,” according to historian Page Smith, if they’d guessed how much fame J. was to get from writing it.

GENERAL STATEMENT RESEARCH SHEET	
General Statement Section: _____	
1. Supporting General Statement: _____	
A. SD (source name, page #)	_____
B. SD (source name, page #)	_____
C. SD (source name, page #)	_____
D. SD (source name, page #)	_____
E. SD (source name, page #)	_____



### Important!

**Note well:** Because you carefully set up your separate note sheets before you write down any notes, you will have organized notes when you write your paper.

*If you want to lose notes and become bewildered write your notes on both sides of note sheets. By doing so you will inevitably lose something—at least for a time—and experience great frustration as you search for that wonderful quotation you want to use but now cannot find.*

### D. Key your Notes to your Source Sheet

Note the bracketed name and number (Smith 89) by your first note on this sheet. This *Smith* is the historian Page Smith; the 89 refers to page 89 in Smith’s book. The information on your first note sheet comes from pages 89, 92, and 93 of Page Smith’s book that is listed on your source sheet.

### E. Identify Direct Quotations

Examine the second note on this note sheet. The 17 words beginning with “had any notion...” are a direct quotation. You put quotation marks around these words so that when you use them later in your paper you will remember to use quotation marks to inform your reader that Page Smith, not you, wrote these words. You also place the speaker’s name in parentheses to remind yourself who said the quote since his name is not given in the quote.

# EXERCISE 1G

## SAMPLE RESEARCH ESSAY

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### F. Paraphrase

At least one-fourth, but less than one-half, of the notes on your 10 note sheets can be direct quotations; however, the remainder are paraphrased (that is, you put the ideas you read into your own words). The first note on your note sheet, the information from page 89 of Page Smith's book, has no quotation marks because you paraphrased the information.

### G. Complete your Note Sheets

You continue taking notes on all 10 of your note sheets, carefully using source notes to code your notes to the various sources on your source sheet. When you have sufficient facts, incidents, and quotations to write your essay, you stop your research and proceed to Step 4.

### Step 4 — Outline the Essay

#### A. Find an Interest Catcher

Spread your note sheets out on a table in front of you and look through them with this question in mind: What would be an appropriate quotation, incident, or question to use as an Interest Catcher with which to begin my paper? Suddenly you remember your summer experience inside the Jefferson Memorial. You decide to start your paper with that incident as your interest catcher.



*Your memory of this moment provides in a marvelous Interest Catcher. The more a writer is involved in a topic personally, the more likely she or he will become inspired.*

#### B. Outline your Introduction

You then write this first section for your outline:

##### 1. Introduction

##### A. Interest Catcher My experience at Jefferson Memorial

1. Feeling of awe
2. Size of statue
3. Noticing the statue's expression
4. Jefferson looking at White House

##### B. Background Information Reading about his tombstone

##### C. Preview Thesis

1. **Bing General Statement:** Declaration of Independence
2. **Bang General Statement:** Virginia Statute for Religious Freedom
3. **Bongo General Statement:** The University of Virginia

# EXERCISE 1H

## SAMPLE RESEARCH ESSAY

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### C. Outline the General Statement Sections

Examining your first three note sheets, you outline the three Supporting General Statements for the Bing section. After each SD, you place the source note's author and page number(s) in parentheses.

#### I. **Bing** GS *Declaration of Independence*

##### A. **SGS 1** *Writing the Declaration* (Bragdon 4)

1. Congress committee of five (Smith 89)
2. Committee chooses Jefferson (Smith 89)
3. Why didn't more famous persons write it? (Smith 92)
4. Committee revises Jefferson's effort (Koch :xx)

##### B. **SGS 2** *Ideas in the Declaration*

1. Congress recognizes ideas in Declaration as not being original (Bragdon 54)
2. Jefferson organized Declaration's four parts: preamble, philosophy toward government, grievances, formal declaration (Decker 5, 8, 17)

##### C. **SGS 3** *Impact of the Declaration*

1. Americans celebrated, feeling pride (Commager 5)
2. America first nation to rebel against mother country (Commager 5)
3. This established a pattern followed by other nations (Commager 5)
4. Jefferson unable to go to 50th celebration (Koch 729)
5. His pride in the Declaration (Koch 750)



*Thorough organization results in a clearly written research essay.*

*Each Section begins with a Roman numeral—I, II, III, etc.*

*Supporting General Statements are letters, A, B, C, etc.*

*Supporting Details (SDs) are Arabic numbers.*

Follow this same process and your remaining note sheets to outline the Bang and Bongo Sections. (The actual outlines are omitted since the procedure is the same as for the Bing Section.)

# EXERCISE 11

## SAMPLE RESEARCH ESSAY

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### D. Outline your Summary

Finally, reflect upon what you have learned about Jefferson, once again looking through your 10 note sheets for appropriate ideas or quotations for the following:

- A conclusion showing why Jefferson had such pride in these three particular accomplishments
- A way to relate your essay's conclusion to your own generation and its future
- A method of strongly finishing your essay

This final section of your working outline looks like this:

### V. Summary

- A. **Preview Thesis Restated** (Moscow 49)
- B. **Conclusion** Jefferson's choices all deal with freedom
  1. Declaration (political freedom)
  2. Statute (religious freedom)
  3. University (intellectual freedom)
- C. **Relate** Nothing more important to a young person growing up than having these freedoms
- D. **Personal Reference** My desire to see Monticello and visit Jefferson's grave
- E. **Strong Finish** His statue's expression and the words on the memorial's wall: I have sworn...



*Always ask yourself: "Who is my audience? Who is going to read this?"—regardless of the nature of the assignment or project.*

### Step 5 — Prepare the Rough Draft

#### A. Write the Rough Draft

Using the working outline's five Roman-numerated sections and your 10 note sheets, write your rough draft.

#### B. Check for Errors

After writing your rough draft, check it for form and mechanics errors, using the CHECK YOURSELF CHART: Research Essay.



*Always use your computer spell checker, but remember to use common sense when the computer flags a word. Sometimes the context will determine the correct spelling of a word.*

### Step 6 — Prepare the Final Draft

#### A. Type and Proof the Final Draft

Once you are satisfied with your rough draft, write in ink or type double-spaced on your computer.

#### B. Add the Works Cited List

Carefully type or write your sources in alphabetical order on a separate sheet of paper. Staple or clip it at the back of your essay.

## EXERCISE 1J

### SAMPLE RESEARCH ESSAY

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#### *Jefferson and His Tombstone*

*Last summer I vacationed with my family in Washington, D.C. We visited the impressive Jefferson Memorial. The 25-foot height of the Jefferson statue inside the memorial impressed me, as did the expression on the statue's face. Jefferson's eyes seem to be searching for something in the distance. The guide at the memorial related that the caretakers keep the trees cut down between the vision lines of the statue and the White House. "Each president," the guide explained, "always watches Jefferson while Jefferson watches the president."*

*Later, I learned that shortly before his death Thomas Jefferson designed his own tombstone, clearly specifying what words were to appear on it. I became curious as to why a man who had been Governor of Virginia, Ambassador to France, Secretary of State, and Vice President and President of the United States chose to ignore these achievements in writing his epitaph. Why did he instead request that three other achievements be carved into his tombstone? Why did he want to be remembered first, as the author of the Declaration of Independence; second, as the author of the Virginia Statute for Religious Freedom; and, third, as the father of the University of Virginia?*

*To begin with, Jefferson wanted to be remembered as the author of the Declaration. He was picked to write the declaration in a rather interesting way. As the American colonies moved toward independence in June 1776, the Continental Congress was meeting in Philadelphia (Becker 4).*



*This is part of the essay that you write.*

*You capture the reader's attention right away with an incident from your life. The SDs are vivid enough so that the reader can picture the author standing in the memorial. The result? The reader is interested in your essay, wondering where your essay will lead.*

*You smoothly link the essay's purpose to the Interest Catcher. You end the two-paragraph introduction with a formal Preview Thesis that lists your Bing, Bang, and Bongo General Statement ideas.*

*Begin with the Bing Section General Statement idea; then the Bing Supporting General Statements follow. Each Supporting General Statement may take two or more paragraphs and will be explained by at least two SDs giving more information about the Bing Section GS—in this case the Declaration of Independence.*



## EXERCISE 1K

### SAMPLE RESEARCH ESSAY

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On June 10 the Congress voted to appoint a committee to write a formal statement declaring our independence from Great Britain. The five persons Congress placed on the committee were Roger Sherman, Robert Livingston, John Adams, Benjamin Franklin, and Thomas Jefferson. (Smith 89) Although Jefferson was not as famous at the time as were Adams and Franklin, the committee chose Jefferson to be chairman, instructing him to write the actual declaration. Since both Franklin and Adams had big egos, it is strange that one of them didn't strive to write it. But historian Page Smith believes no person on the committee

had any notion that the declaration accompanying the resolution for independence would become such a heroic document. (92)

Smith speculates that these two men would have had second thoughts about writing it if they had guessed how much fame Jefferson was to receive from writing it. Regardless, Jefferson went ahead, writing it himself and then submitting it to the committee, which revised it somewhat prior to presenting it to Congress. Jefferson scholar Adrienne Koch concludes that the document approved by Congress, on July 4, 1776, "is undoubtedly the triumph and culmination of his early career." (xx)

Jefferson took pride not only in the Declaration's prose but also in its ideas. These ideas, however, were not original with him. Members of Congress examining Jefferson's work recognized right away the source of the Declaration's ideas. In *The History of a Free People*, author Henry Bragdon explains:

This philosophy was not Jefferson's own invention, but was that held by many students of politics in the, eighteenth century. It was especially derived from John Locke, whose *Two Treatises on Government* justified the right of the English people to revolt against James II in 1688. (54)



You paraphrase (put into your own words) the information in this paragraph from Smith's book—a source on your Works Cited List.

Quotations longer than 15 words are indented several spaces and have no quotation marks. (The author and page number of the reference are both given in the essay.)

Quotations shorter than 15 words, such as the one ending this paragraph, are not indented, but are included within the text, surrounded by quotation marks.

Do not simply drop a long quotation onto the page. Instead, give the quotation's author and book title while flowing smoothly from the essay's regular text into the long quotation. Remember to single space and indent on both sides of the quotation.

## EXERCISE 1L

### SAMPLE RESEARCH ESSAY

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Nevertheless, Jefferson himself organized the Declaration's philosophy, relating its ideas to the American situation. The declaration falls into four parts: preamble, philosophy toward government, grievances, and formal declaration of independence. The preamble points out that "a decent respect to the opinions of mankind" requires persons contemplating revolution to "declare the causes which impel them to separation." (Becker 5) Jefferson then moves into the most famous part of the Declaration—the basic American philosophy regarding government. Governments exist to protect natural rights, and citizens have the right to rebel and set up a new government if their government fails to protect their God-given rights. (Becker 8) There follows a lengthy list of grievances against King George III of England. The Declaration ends by formally proclaiming that "these United Colonies are and of Right ought to be Free and Independent States..." (Becker 17)



The third Supporting General Statement of your Bing General Statement is explained in the final two paragraphs of this section. As in your Note Control Outline, these paragraphs explain the Declaration's impact—upon both America and the world.

Once the Declaration was published, it had instant impact. Colonists throughout America celebrated, feeling pride in Jefferson's ringing words, "We hold these truths to be self-evident..." They realized, as Henry Steele Commager points out, that "Americans were the first people to revolt against a mother country and to set up on their own." (15) Consequently, Commager stresses that once Americans had promoted the idea of "the right of revolution," our nation had established

a pattern, first for the nations of Latin America, and eventually for nations and peoples in the Old World and in ancient continents. The revolts against colonialism which have swept Asia and Africa in our own time have their historical antecedents or beginnings in American experience. (5)

Thus, many nations drawing up their own Declarations have, modeled theirs after Jefferson's words (Bragdon 58). How proud Jefferson would be to know this fact. But of course, he died too soon. On June 24, 1826, two weeks before his death, he wrote his last letter—one to Roger Weightman, the



## EXERCISE 1M

### SAMPLE RESEARCH ESSAY

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chairman of a Washington, D.C. Independence Day celebration. Jefferson explained that ill health would keep him from traveling to Washington to celebrate the fiftieth anniversary of the Declaration's signing. He stressed that, although he couldn't be there in person, his spirit would be there (Koch 729). Obviously Jefferson was proud that he had written a document whose ideas were to so significantly shape history.

**continued...**

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I finally return to the question I posed in my introduction. Why did Jefferson leave these instructions for the six-foot obelisk that stands on his grave?

...on the faces of the obelisk the following inscription, and not a word more: "Here was buried Thomas Jefferson, author of the Declaration of American Independence, of the Statute of Virginia for religious freedom, and Father of the University of Virginia."  
(Moscow 149)

Thomas Jefferson excluded references to all his governmental services, I believe, because he wanted people to remember him instead as a fighter for ideas. The Declaration stresses political freedom; the Virginia Statute, religious freedom; his beloved University of Virginia, intellectual freedom. Americans my age, growing up in this troubled world, need to remember that not all persons around the globe have the freedoms Americans have.

Some day I will travel to Charlottesville, Virginia, and go up the hill to Jefferson's beloved home, Monticello. I'll stand by his grave and read the words I've researched and learned to understand. At that moment I hope I remember Jefferson's eyes in his statue in Washington and his words carved into the walls surrounding him:

I have sworn on the altar of God eternal hostility against any form of tyranny over the mind of man.  
(Koch 55)



You end this paragraph and your Bing section with a conclusion related to your essay's purpose. (See the second paragraph of your Introduction.)

The three Supporting General Statements of the Bang GS section and the four Supporting General Statements of the Bongo GS section are omitted. Their contents cover the note control outline (see EXERCISE 1e). Their format matches the format of the Bing section.

With your words "I finally return" you provide a transition into the Summary of your essay. You are leading your reader to your conclusion based on your Focus Question. Note the imaginative way you restate your Preview Thesis—within a quotation.

And here is your Conclusion... Here you relate your conclusion to your generation.

Finally, you end your essay in a way similar to its beginning: you help your reader visualize an event you someday hope to experience. The ending quotation repeats your essay's main conclusion about Thomas Jefferson.

# EXERCISE 1N

## SAMPLE RESEARCH ESSAY

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### Works Cited List

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Pierson, Jr., William H. "Thomas Jefferson: Educator and Architect," faculty lecture, September 21, 1965, printed by Williams College.

Schlesinger, Arthur M. "Our Ten Contributions to Civilization." *The Atlantic Monthly* August 1960.

Smith, Page. *Jefferson: A Revealing Biography*. New York: McGraw-Hill, 1976.

\_\_\_\_\_, "Thomas Jefferson," *Encyclopedia Britannica* Volume 10. 1974 edition.



You place your essay's Works Cited List correctly; it follows the actual essay, on a separate page.

You alphabetize your sources by authors' last names. Your one anonymous article is alphabetized by title.

Titles of articles are surrounded by quotation marks. Book and magazine titles are italicized if printed, underlined if hand written.

# RESEARCH ESSAY PLAN

---

## **Step 1 — Choose a Topic and Write a Focus Question**

- A. Decide on General Topic
- B. Do General Reading on Topic
- C. Narrow the Topic
- D. Do Additional Reading on Narrowed Topic
- E. Decide on Specific Focus Question

## **Step 2 — Find Specific Sources**

- A. Search for Specific Sources
- B. Revise Focus to fit Sources Available
- C. Do Additional Reading on Revised Focus Question
- D. Develop a Source Sheet

## **Step 3 — Make an Outline and Take Notes**

- A. Make a GS/SGS Note Control Outline
- B. Set up Note Sheets
- C. Develop a Note Sheet
- D. Key Notes to Source Sheet
- E. Identify Direct Quotations
- F. Paraphrase
- G. Complete Note Sheets

## **Step 4 — Outline the Essay**

- A. Find an Interest Catcher
- B. Outline Introduction
- C. Outline General Statement Sections
- D. Outline Summary

## **Step 5 — Prepare the Rough Draft**

- A. Write Rough Draft
- B. Check for Errors

## **Step 6 — Prepare the Final Draft**

- A. Type and Proof Final Draft
- B. Add Works Cited List

# PARTIAL OUTLINE: SAMPLE RESEARCH ESSAY

## Step 3A General Statement/Supporting General Statement Note Control Outline

- A. **Bing GS** *Declaration of Independence*
  - SGS 1: Writing the Declaration
  - SGS 2: Ideas in the Declaration
  - SGS 3: Impact of the Declaration
- B. **Bang GS** *Virginia Statute for Religious Freedom*
  - SGS 1: Religious situation in Virginia/Colonial America
  - SGS 2: Ideas in the Statute
  - SGS 3: Impact of the Statute
- C. **Bongo GS** *The University of Virginia*
  - SGS 1: Architecture
  - SGS 2: Faculty and curriculum
  - SGS 3: Jefferson's Supervision
  - SGS 4: Importance to Jefferson and America

## Step 4B Introduction Outline

- 1. **Introduction**
  - A. **Interest Catcher** My experience at Jefferson Memorial
    - 1. Feeling of awe
    - 2. Size of statue
    - 3. Noticing the statue's expression
    - 4. Jefferson looking at White House
  - B. **Background Information** Reading about his tombstone
  - C. **Preview Thesis**
    - 1. **Bing GS:** Declaration of Independence
    - 2. **Bang GS:** Virginia Statute For Religious Freedom
    - 3. **Bongo GS:** University of Virginia

## Step 4C Section Outline

- I. **Bing GS** *Declaration of Independence*
  - A. **SGS** *Writing the Declaration* (Bragdon 4)
    - 1. **SD** Congress chooses committee of five (Smith 89)
    - 2. **SD** Committee chooses Jefferson (Smith 89)
    - 3. **SD** Why didn't more famous persons write it? (Smith 92)
    - 4. **SD** Committee revises Jefferson's effort (Koch :xx)

## B. **SGS** *Ideas in the Declaration*

- 1. **SD** Congress recognizes ideas in Declaration as not being original (Bragdon 54)
- 2. **SD** Jefferson organized Declaration's four parts: preamble, philosophy toward government, grievances, formal declaration (Decker 5, 8, 17)

## C. **SGS** *Impact of the Declaration*

- 1. **SD** Americans celebrated, feeling pride (Commager 5)
- 2. **SD** America first nation to rebel against mother country (Commager 5)
- 3. **SD** This established a pattern followed by other nations (Commager 5)
- 4. **SD** Jefferson unable to go to 50th celebration (Koch 729)
- 5. **SD** His pride in the Declaration (Koch 750)

**Develop the Bang and Bongo sections in the same manner.**

## Step 4D Summary Outline

- V. **Summary**
  - A. **Preview Thesis Restated** (Moscow 49)
  - B. **Conclusion** Jefferson's choices all deal with freedom
    - 1. Declaration (political freedom)
    - 2. Statute (religious freedom)
    - 3. University (intellectual freedom)
  - C. **Relate** Nothing more important to a young person growing up than having these freedoms
  - D. **Personal Reference** My desire to see Monticello and visit Jefferson's grave
  - E. **Strong Finish** His statue's expression and the words on the memorial's wall: I have sworn...

## EXERCISE 2A

### WRITING A LONG RESEARCH ESSAY

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#### Step 1 — Choose a Topic and Write a Focus Question

- A. Decide on a general topic that interests you.
- B. Do general reading on the topic.
- C. Narrow your topic to some specific aspect of the general topic.
- D. Do additional reading on this narrowed topic.
- E. Decide on a specific focus and frame this focus as a question.

#### Step 2 — Find Specific Sources

- A. **Search for Specific Sources**  
Search through whatever libraries are available for resources that could have specific information answering your focus question. Do not overlook the many sources available through the Internet.
- B. **Revise your Focus to fit the Sources Available**  
Revise your focus, either narrowing or broadening it to conform to the amount of source material you can find.
- C. **Do Additional Reading on the Revised Focus Question**  
If you have to change your focus, do additional general reading to assure yourself that sufficient material on the new focus is available.
- D. **Develop a Source Sheet**  
Develop a source sheet using the correct format.



*In addition to books, periodicals, and reference works, libraries have video recordings, audio recordings, and computers for Internet access. Remember to check the reliability of information gained from non-institutional web sites, as not all Internet information is accurate.*

#### Step 3 — Make an Outline and Take Notes

- A. **Make a GS/SGS Note Control Outline**  
Use the Bing, Bang, and Bongo General Statement ideas as the main sections of the essay, and develop with Supporting General Statements that you will explain with Specific Details.
- B. **Set up Note Sheets for each Supporting General Statement**
- C. **Develop a Note Sheet**  
Reread your sources for SDs—facts, incidents, examples, and quotations—to support each SGS, and list them on the appropriate note sheet.
- D. **Key your Notes to your Source Sheet**  
Key your notes to the source sheet by placing at the left of each note the author's name and then the page number(s) in the source where the information can be found.
- E. **Identify Direct Quotations**  
Identify direct quotations on your note sheets by enclosing them in quotation marks and by placing the speaker's name in parentheses if it is not given in the note.
- F. **Paraphrase**  
Check the notes you have paraphrased to make certain you are not adding any ideas of your own to those in the original source.
- G. **Complete your Note Sheets**  
Complete all note sheets so that each SGS has from two to six SD notes. (The number of SDs may vary, but do not throw your essay out of balance by researching one Supporting General Statement at length, while giving another only a very brief treatment.)

*Step 3G stresses the necessity of you controlling your research. Do not let some fascinating aspect of your research take control of you.*

## EXERCISE 2B

### WRITING A LONG RESEARCH ESSAY

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#### Step 4 — Outline the Essay

##### A. Find an Interest Catcher

##### B. Outline your Introduction

###### I. Introduction

###### A. Interest Catcher

###### B. Background Information

2–6 SDs (facts, incidents, examples, quotations)

###### C. Preview Thesis (Bing, Bang, and Bongo)

##### C. Outline the General Statement Sections

###### II. Bing Section General Statement

###### A. Supporting General Statement 1

2–6 SDs (facts, incidents, examples, quotations)

###### B. Supporting General Statement 2

2–6 SDs (facts, incidents, examples, quotations)

###### C. Supporting General Statement 3

2–6 SDs (facts, incidents, examples, quotations)

###### III. Bang Section GS

###### A. SGS 1

2–6 SDs (facts, incidents, examples, quotations)

###### B. SGS 2

2–6 SDs (facts, incidents, examples, quotations)

###### C. SGS 3

2–6 SDs (facts, incidents, examples, quotations)

###### IV. Bongo Section GS

###### A. SGS 1

2–6 SDs (facts, incidents, examples, quotations)

###### B. SGS 2

2–6 SDs (facts, incidents, examples, quotations)

###### C. SGS 3

2–6 SDs (facts, incidents, examples, quotations)

##### D. Outline your Summary

###### V. Summary

###### A. Restate **Preview Thesis** in a new way and indicate your general conclusion about the Bing, Bang, and Bongo ideas.

###### B. Relate these ideas to your generation, today and/or in the future.

2–6 SDs (facts, incidents, examples, quotations)

###### C. Finish with a strong statement of personal opinion either indicating directly, or implying indirectly, why this essay is important for the reader.



*By spreading all your note sheets out in front of you, you will be better able to select an effective Interest Catcher.*

## EXERCISE 2C

### WRITING A LONG RESEARCH ESSAY

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#### Step 5 — Prepare the Rough Draft

##### A. Write the Rough Draft

Write the rough draft (in pencil or compose on computer), double or triple spacing to allow room for revisions or corrections, spell check, then print out to proof.

##### B. Check for Errors

When finished, use the CHECK YOURSELF CHART: Long Research Essay as an aid in correcting mistakes in form and mechanics.



*Your computer word processing program has a spell checker. Use it!*

#### Step 6 — Prepare the Final Draft

##### A. Type and Proof the Final Draft

Prepare the final draft, double-spaced, and again spell check. Print out to proof.

Place a cover sheet over page 1 of your essay. (A cover sheet normally lists the title of the paper in its center and the author's name, course name, instructor's name, and date in the bottom right.)

##### B. Add the Works Cited List

This list is on a separate sheet of paper at your essay's end.

# WORKS CITED RECORDING BLANKS

## BOOK

### BOOK

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

AUTHOR \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE \_\_\_\_\_ (period).  
underlined or in italics

PLACE OF PUBLICATION \_\_\_\_\_ (colon): PUBLISHER \_\_\_\_\_ (comma),

DATE \_\_\_\_\_ (period). PAGES \_\_\_\_\_ (period).

**Sample:**

Scarle, Thomas. Ancient Sumer: Amazing Achievements. River City, IA: River City Press, 1989. Pages 57, 58, 188, 189.

### BOOK

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

AUTHOR \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE \_\_\_\_\_ (period).  
underlined or in italics

PLACE OF PUBLICATION \_\_\_\_\_ (colon): PUBLISHER \_\_\_\_\_ (comma),

DATE \_\_\_\_\_ (period). PAGES \_\_\_\_\_ (period).

**Sample:**

Scarle, Thomas. Ancient Sumer: Amazing Achievements. River City, IA: River City Press, 1989. Pages 57, 58, 188, 189.



# WORKS CITED RECORDING BLANKS

## REFERENCE BOOK / ENCYCLOPEDIA

### REFERENCE BOOK/ENCYCLOPEDIA

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

AUTHOR (if any is given) \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE OF ARTICLE (in quotes) " \_\_\_\_\_ (period)."

NAME OF REFERENCE BOOK \_\_\_\_\_ (period).  
underlined or in italics

DATE OF EDITION \_\_\_\_\_ (period). PAGES \_\_\_\_\_ (period).

**Sample:**

Thompson, George. "Ancient Mesopotamia." The World Encyclopedia. 4th edition, 1993. Pages 436–438.

### REFERENCE BOOK/ENCYCLOPEDIA

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

AUTHOR (if any is given) \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE OF ARTICLE (in quotes) " \_\_\_\_\_ (period)."

NAME OF REFERENCE BOOK \_\_\_\_\_ (period).  
underlined or in italics

DATE OF EDITION \_\_\_\_\_ (period). PAGES \_\_\_\_\_ (period).

**Sample:**

Thompson, George. "Ancient Mesopotamia." The World Encyclopedia. 4th edition, 1993. Pages 436–438.

# WORKS CITED RECORDING BLANKS

## MAGAZINE / PERIODICAL

### MAGAZINE/PERIODICAL

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

AUTHOR \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE OF ARTICLE (in quotes) “ \_\_\_\_\_ (period).”

NAME OF PERIODICAL \_\_\_\_\_

VOLUME NUMBER (if any) \_\_\_\_\_ DATE \_\_\_\_\_ (colon):

PAGES \_\_\_\_\_ (period).

**Sample:**

Shaw, Sam. “Gold Mining—The Wet Way.” Miner’s Digest Vol. 52 Sept. 1968.

### MAGAZINE/PERIODICAL

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

AUTHOR \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE OF ARTICLE (in quotes) “ \_\_\_\_\_ (period).”

NAME OF PERIODICAL \_\_\_\_\_

VOLUME NUMBER (if any) \_\_\_\_\_ DATE \_\_\_\_\_ (colon):

PAGES \_\_\_\_\_ (period).

**Sample:**

Shaw, Sam. “Gold Mining—The Wet Way.” Miner’s Digest Vol. 52 Sept. 1968.

# WORKS CITED RECORDING BLANKS

## CD ROM

### CD ROM

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

AUTHOR (if any is given) \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE OF ARTICLE (in quotes) “ \_\_\_\_\_ (period).”

COMPLETE WORK TITLE (if given) \_\_\_\_\_ (period).

PLACE \_\_\_\_\_ (colon): PUBLISHER \_\_\_\_\_ (comma), DATE \_\_\_\_\_ (period).

DISC TITLE \_\_\_\_\_ (period).

PLACE OF PUBLICATION \_\_\_\_\_ (colon): PUBLISHER \_\_\_\_\_ (comma),

DATE OF DISC \_\_\_\_\_ (period).

**Sample:**

“Acacia.” Western Garden – The Complete Interactive Guide to Your Yard and Garden. Menlo Park, CA: Sunset Publishing Corporation, 1995. Sunset Western Garden CD-ROM. Menlo Park, CA: Sunset Publishing Corporation, 1995.

### CD ROM

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

AUTHOR (if any is given) \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE OF ARTICLE (in quotes) “ \_\_\_\_\_ (period).”

COMPLETE WORK TITLE (if given) \_\_\_\_\_ (period).

PLACE \_\_\_\_\_ (colon): PUBLISHER \_\_\_\_\_ (comma), DATE \_\_\_\_\_ (period).

DISC TITLE \_\_\_\_\_ (period).

PLACE OF PUBLICATION \_\_\_\_\_ (colon): PUBLISHER \_\_\_\_\_ (comma),

DATE OF DISC \_\_\_\_\_ (period).

**Sample:**

“Acacia.” Western Garden – The Complete Interactive Guide to Your Yard and Garden. Menlo Park, CA: Sunset Publishing Corporation, 1995. Sunset Western Garden CD-ROM. Menlo Park, CA: Sunset Publishing Corporation, 1995.

# WORKS CITED RECORDING BLANKS

## INTERNET / WEBSITE

### INTERNET/WEBSITE

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

**If given:**

AUTHOR \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE OF ORIGINAL ARTICLE (in quotes) “ \_\_\_\_\_ (period).”

TITLE OF ORIGINAL SOURCE (in *Italics*) \_\_\_\_\_ (colon): DATE \_\_\_\_\_ (period).

**Definitely include:**

TITLE OF WEBSITE (in quotes) “ \_\_\_\_\_ (period).”

DATE OF ACCESS \_\_\_\_\_ URL (in angle brackets) < \_\_\_\_\_ > (period).

**Sample:**

“Using MLA Style to Cite and Document Sources.” *Citation Styles*: 2001. “online!” 7/12/02 <http://www.bedfordstmartins.com/online/cite5.html>.

### INTERNET/WEBSITE

placement order # \_\_\_\_\_

Fill in the blanks as you do your research. Staple each recording blank to **General Statement Research Sheet** for research from that source.

**If given:**

AUTHOR \_\_\_\_\_ (period).  
last name, (comma) first name

TITLE OF ORIGINAL ARTICLE (in quotes) “ \_\_\_\_\_ (period).”

TITLE OF ORIGINAL SOURCE (in *Italics*) \_\_\_\_\_ (colon): DATE \_\_\_\_\_ (period).

**Definitely include:**

TITLE OF WEBSITE (in quotes) “ \_\_\_\_\_ (period).”

DATE OF ACCESS \_\_\_\_\_ URL (in angle brackets) < \_\_\_\_\_ > (period).

**Sample:**

“Using MLA Style to Cite and Document Sources.” *Citation Styles*: 2001. “online!” 7/12/02 <http://www.bedfordstmartins.com/online/cite5.html>.

# GENERAL STATEMENT RESEARCH SHEET

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General Statement Section: \_\_\_\_\_

## I. Supporting General Statement \_\_\_\_\_

A. SD (source name, page #) \_\_\_\_\_

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B. SD (source name, page #) \_\_\_\_\_

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C. SD (source name, page #) \_\_\_\_\_

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D. SD (source name, page #) \_\_\_\_\_

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E. SD (source name, page #) \_\_\_\_\_

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# LONG RESEARCH ESSAY RUBRIC (1)

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## 4: Exemplary Essay — Exceeds the standard

- Clearly and consistently contains all the following Research Essay elements:
  1. Clearly informs the audience on a particular topic
  2. Presents support through researched facts
  3. Uses appropriate works cited referencing style
- Demonstrates true understanding and consistent application of all three organizational principles:
  1. **Preview Thesis** with related Bing, Bang, and Bongo
  2. All section General Statements (Bing, Bang, and Bongo) have relevant support from Supporting General Statements and Specific Details (facts, incidents, examples, quotations)
  3. Summary restates **Preview Thesis**, including Bing, Bang, and Bongo in same order
- Introduction includes Interest Catcher and uses effective, interesting first sentence
- Includes interesting, appropriate Transitions and descriptive commentary such as feelings, opinions, observations, or reflections in addition to six or more Specific Details
- Summary concludes with an effective, interesting final point

## 3: Expected Essay — Meets the standard with quality

- Adequately contains all the following Research Essay elements:
  1. Clearly informs the audience on a particular topic
  2. Presents support through researched facts
  3. Uses appropriate works cited referencing style
- Applies all three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. All section General Statements (Bing, Bang, and Bongo) have relevant support from Supporting General Statements and Specific Details (facts, incidents, examples, quotations)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction includes Interest Catcher and uses effective first sentence
- Includes Transitions and may include descriptive commentary such as feelings, opinions, observations, or reflections in addition to two to six Specific Details
- Summary concludes with an effective final point

# LONG RESEARCH ESSAY RUBRIC (2)

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## 2: Nearly There — Inconsistently meets the standard

- Lacks some of the following Research Essay elements
  1. Clearly informs the audience on a particular topic
  2. Presents support through researched facts
  3. Uses appropriate works cited referencing style
- Attempts to (or inconsistently) include the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. Section General Statements (Bing, Bang, and Bongo) have some support from Supporting General Statements and Specific Details (facts, incidents, examples, quotations)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction may begin with weak Interest Catcher
- Inconsistently or incorrectly uses Transitions and interesting first and last sentences
- May have too few Specific Details to be effective
- Summary concludes with an unclear final point

## 1: Incomplete — Has not met the standard

- Does not contain many of the following Research Essay elements:
  1. Clearly informs the audience on a particular topic
  2. Presents support through researched facts
  3. Uses appropriate works cited referencing style
- Does not include some or all of the three organizational principles:
  1. Preview Thesis with related Bing, Bang, and Bongo
  2. Section General Statements (Bing, Bang, and Bongo) have relevant support from Supporting General Statements and Specific Details (facts, incidents, examples, quotations)
  3. Summary restates Preview Thesis, including Bing, Bang, and Bongo in same order
- Introduction not include Interest Catcher
- Inconsistently uses or does not use Transitions or interesting first and last sentences
- Has too few Specific Details
- Summary lacking an effective final point

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ Rubric Score: \_\_\_\_\_

Comments: \_\_\_\_\_

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# CHECK YOURSELF CHART:

## LONG RESEARCH ESSAY

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### Directions:

1. Have your Study Pair partner check the form of your Rough Draft using the left column below.
2. Have your Study Pair partner check the mechanics of your Rough Draft using the right column.
3. If you have time and opportunity, other students in your class may read your essay and then write suggestions in the space at the bottom of this sheet. Good luck!

### Form

#### PT:

Interest Catcher  
Background (two–six SDs)  
Preview Thesis with Bing, Bang, and  
Bongo in parallel grammatical form

#### Bing Section:

Transition introducing Bing Section  
Bing stated as a GS  
One to three (or more) Supporting  
General Statements  
Two to six SDs supporting each SGS

#### Bang Section:

Transition introducing Bang Section  
Bang stated as a GS  
One to three (or more) Supporting  
General Statements  
Two to six SDs supporting each SGS

#### Bongo Section:

Transition introducing Bongo Section  
Bongo stated as a GS  
One to three (or more) Supporting  
General Statements

#### Summary:

Transition introducing Summary  
Conclusion based on restated Preview  
Thesis  
Relate Preview Thesis to audience  
Strong Finish

#### Works Cited List:

Sources listed using proper form

### Mechanics

#### Word Errors:

misspelling  
capitalization  
wrong word  
verb misuse  
word omission  
pronoun misuse

#### Sentence Errors:

run-on sentence  
sentence fragment  
misplaced modifier  
broken parallelism  
unnecessary words  
awkward construction

#### Punctuation Errors:

period  
comma  
semi-colon  
colon  
apostrophe  
quotation marks

### Student Readers' Suggestions:

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# Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

**Interact • Attn: Editorial**  
10200 Jefferson Blvd. • P.O. Box 802  
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **access@teachinteract.com**

***We enjoy receiving photos or videos of our units in action!  
Please use the release form on the following page.***

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Interact Unit: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Release Form for Photographic Images

## ***To Teachers:***

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

## ***To Parents:***

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: \_\_\_\_\_ (print)

Age of Student: \_\_\_\_\_ (print)

Parent or Guardian: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address:

---

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Phone: \_\_\_\_\_

## **Interact**

10200 Jefferson Blvd.  
Culver City, CA 90232-0802  
310-839-2436