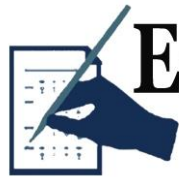


LEVEL 10

Student Text

by
Matthew Stephens



Essentials in Writing
Where Students Learn to Write

417-256-4191

www.essentialsinwriting.com

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PLEASE READ THIS SECTION BEFORE BEGINNING

Essentials in Writing Level 10 is not meant to be completed consecutively. Breaks between compositions and/or focus on literature can be dispersed throughout this program. Completing each lesson consecutively without a break will result in completion of the material in less than a typical 184 days school year. See sample layouts below:

Option 1: Suggested Completion of Essentials in Writing Level 10

1. Complete Section 1 (Sentences). Take a 1-2 day break before beginning Section 2.
2. Complete Section 2 (Paragraphs). Take a 5 day break before beginning Section 3.
3. Complete two essays of Section 3. Take a 3-4 day break between each essay.
4. Complete research paper in Section 4. Take a 5-7 day break after completing the research paper.
5. Complete two essays of Section 3. Take a 3-4 day break between each essay.

NOTE: Breaks can be as short or as long as desired to fit your schedule. Also, several days between major compositions such as essays and research papers can be taken to focus on literature, spelling, and/or vocabulary. For example, you may want to read and study a short story for four or five days between two essays.

Option 2: This option is suggested for students who are behind and want to complete additional lessons throughout the year.

1. Complete Section 1 (Sentences). Take a 1 day break before beginning Section 2.
2. Complete Section 2 (Paragraphs). Take a 1 day break before beginning Section 3.
3. Complete two essays of Section 3. Take a 1 day break between each essay.
4. Complete research paper in Section 4. Take a 3 day break after completing the research paper.
5. Complete two essays of Section 3. Take a 1 day break between each essay.

NOTE: When completing lessons, try to limit completion of each assignment to one day with the exception of “research” during the research paper.

OTHER IMPORTANT INFORMATION

Answer Key: There is no answer key for this grade level. Instead, answers (or sample compositions) are presented in the workbook with each lesson before the assignment. Use compositions presented in the video lessons and workbook as a guide for scoring your student’s compositions.

Scoring Compositions: There are two methods of scoring compositions.

1. **Checklist** – With this method, use the checklist to ensure the student has each element needed for the particular composition. Checking a composition may be done by the student, teacher, or both. In the end, the teacher will decide what score was earned based on results indicated by the checklist.
2. **Scoring Guide** (available for essays and research paper) – With this method, choose the appropriate number on the table that best describes the student’s composition for each particular category. Add the numbers together and divide by the total number possible. The answer will be the grade (in percent) the student earned.

Final Copy of Compositions

Final copies may be handwritten or typed. If typed, it is recommended that students publish their compositions using the following guidelines:

Font: Times New Roman, Arial, or Verdana

Size: 14 pt

Double Spaced

Time Required to Complete Assignments

Unless noted otherwise, the assignment given is expected to be completed the same day. However, teachers are at liberty to allow extra time if needed. On some assignments when it is expected that two or more class periods will be needed to complete them, it will be noted with the lesson. For example, on Lesson 10 of Section 4, it is expected that students will need more than one class period to draft three body paragraphs. Therefore, it is noted: “TIME ESTIMATE: 2-3 CLASS PERIODS”

If you have questions, simply call or email me. I’m happy to help!

Matthew Stephens

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SUGGESTED APPROACH

1. Look at the worksheet/assignment sheet for today's lesson.
2. Watch the video lesson.
3. Complete the assignment.
4. Look at the next lesson.

1. Look at the worksheet/assignment sheet for the day's lesson.

Looking at the assignment will help students be prepared for the content of the lesson. As they watch the video portion of the lesson, they will be listening in terms of what the assignment sheet will require.

2. Watch the video lesson.

Present the new concept to the student. Depending on the student, you may want to watch the lesson with the student, or you may allow the student to watch the lesson alone.

3. Complete the assignment.

Students will complete the worksheet or assignment sheet. During this time, it's very important for students to "think out loud" as they complete the assignment. If this isn't possible due to disturbance of other students, they may wait until they are finished and then explain the new concept to a third party.

Worksheets/assignment sheets are not considered optional.

4. Look at the next lesson.

Again, it's important for students to be aware of what they will be learning.

How long should I spend on one lesson? – This depends on the topic and the student. There are many different variables to consider in such a question. Typically, a good rule to follow is: Don't complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. You may need to watch the video more than once. Then, students will complete the worksheet/assignment sheets after and understanding of the new concept is evident.

CURRICULUM FORMAT

Video lessons and worksheets/assignment sheets are titled to correspond with each other by number. Additionally, written work titled “A” will be completed the first day (after watching the video), “B” the second day, “C” the third day, and so on. If a lesson only has “A” written work, move to the next video lesson the following day. Look at the example below for more details.

Day One

1. Look at Lesson 1A worksheet(s).
2. Watch Video Lesson 1.
3. Complete Lesson 1A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Two

1. Look at Lesson 2A worksheet(s).
2. Watch Video Lesson 2.
3. Complete Lesson 2A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Three

1. Complete Lesson 2B written work.

Day Four

1. Complete Lesson 2C written work.

Day Five

1. Look at Lesson 3A worksheet(s).
2. Watch Video Lesson 3.
3. Complete Lesson 3A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Six

1. Complete Lesson 3B written work

Day Seven

1. Look at Lesson 4A worksheet(s).
2. Watch Video Lesson 4.
3. Complete Lesson 4A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

...AND SO ON

LEVEL 10 SYLLABUS

This course averages 150+ class periods
VIDEO –75 LESSONS
WORKBOOK –179 PAGES

SENTENCES

LESSON 1 – INDEPENDENT AND DEPENDENT CLAUSE

Lesson 1A – Independent and Dependent Clause
Lesson 1B – Independent and Dependent Clause

LESSON 2 – CREATING COMPOUND SENTENCES

Lesson 2A – Creating Compound Sentences
Lesson 2B – Creating Compound Sentences

LESSON 3 – COMPLEX SENTENCES

Lesson 3A – Complex Sentences
Lesson 3B – Complex Sentences

LESSON 4 – RUN-ON AND COMMA SPLICE SENTENCE ERROR

Lesson 4 – Correcting Run-Ons and Comma Splices

LESSON 5 – FRAGMENT SENTENCE ERROR

Lesson 5 – Fragment Sentence Error

LESSON 6 – COMPOUND COMPLEX SENTENCES

Lesson 6A – Compound Complex Sentences
Lesson 6B – Complex Sentences

LESSON 7 – PREPOSITIONAL PHRASES

Lesson 7A – Prepositional Phrases
Lesson 7B – Prepositional Phrases

LESSON 8 – USING APPOSITIVES

Lesson 8 – Using Appositives

PARAGRAPHS

LESSON 1 – FORMAL PARAGRAPHS

Lesson 1A – Formal Paragraph Structure
Lesson 1B – Formal Paragraph Structure

LESSON 2 – EXPOSITORY PARAGRAPH: PLAN

Lesson 2 – Expository Paragraph: Plan

LESSON 3 – EXPOSITORY PARAGRAPH: DRAFT

Lesson 3A – Expository Paragraph: Draft
Lesson 3B – Expository Paragraph

LESSON 4 – PERSUASIVE PARAGRAPH: PLAN

Lesson 4 – Persuasive Paragraph: Plan

LESSON 5 – PERSUASIVE PARAGRAPH: DRAFT

Lesson 5A – Persuasive Paragraph: Draft
Lesson 5B – Persuasive Paragraph

LESSON 6 – DESCRIPTIVE PARAGRAPH: PLAN

Lesson 6 – Descriptive Paragraph: Plan

LESSON 7 – DESCRIPTIVE PARAGRAPH: DRAFT

Lesson 7A – Descriptive Paragraph: Draft
Lesson 7B – Descriptive Paragraph

LESSON 8 – COMPARE AND CONTRAST PARAGRAPH: PLAN

Lesson 8 – compare and Contrast Paragraph: Plan

LESSON 9 – COMPARE AND CONTRAST PARAGRAPH: PLAN

Lesson 9A – Compare and Contrast Paragraph: Plan
Lesson 9B – Compare and Contrast Paragraph

LESSON 10 – ORGANIZING AND WRITING A SUMMARY

Lesson 10 – Writing a Summary

ESSAYS

LESSON 1 – THE WRITING PROCESS

LESSON 2 – PARTS OF A FORMAL ESSAY

Lesson 2 – Parts of a Formal Essay

LESSON 3 – WRITING A PERSONAL ESSAY

Lesson 3 – Writing a Personal Essay – Organizing Thoughts

LESSON 4 – WRITING A PERSONAL ESSAY

Lesson 4 – Writing a Personal Essay – Organizing Body Paragraphs

LESSON 5 – WRITING A PERSONAL ESSAY

Lesson 5 – Writing a Personal Essay – Drafting the Opening Paragraphs

LESSON 6 – WRITING A PERSONAL ESSAY

Lesson 6 – Writing a Personal Essay – Drafting Body Paragraphs

LESSON 7 – WRITING A PERSONAL ESSAY

Lesson 7 – Writing a Personal Essay – Drafting Closing Paragraph

LESSON 8 – WRITING A PERSONAL ESSAY

Lesson 8 – Revising for Word Choice, Sentence Structure, and Content

LESSON 9 – WRITING A PERSONAL ESSAY

Lesson 9A – Writing a Personal Essay – Edit and Publish
Lesson 9B – Writing a Personal Essay – Additional Assignment (Optional)

PERSUASIVE ESSAY

LESSON 1 – WRITING A PERSUASIVE ESSAY

Lesson 1 – Writing a Persuasive Essay – Organizing Thoughts

LESSON 2 – WRITING A PERSUASIVE ESSAY

Lesson 2 – Writing a Persuasive Essay – Organizing Essay Paragraphs

LESSON 3 – WRITING A PERSUASIVE ESSAY

Lesson 3 – Writing a Persuasive Essay – Drafting the Opening Paragraph

LESSON 4 – WRITING A PERSUASIVE ESSAY

Lesson 4 – Writing a Persuasive Essay – Drafting Body Paragraphs

LESSON 5 – WRITING A PERSUASIVE ESSAY

Lesson 5 – Writing a Persuasive Essay – Drafting Closing Paragraph

LESSON 6 – WRITING A PERSUASIVE ESSAY

Lesson 6 – Writing a Persuasive Essay – Revising Word Choice, Sentence Structure, and Content

LESSON 7 – WRITING A PERSUASIVE ESSAY

Lesson 7A – Writing a Persuasive Essay – Edit and Publish
Lesson 7B – Writing a Persuasive Essay – Additional Assignment (Optional)

EXPOSITORY ESSAY

LESSON 1 – WRITING AN EXPOSITORY ESSAY

Lesson 1 – Writing an Expository Essay – Organizing Thoughts

LESSON 2 – WRITING AN EXPOSITORY ESSAY

Lesson 2 – Writing an Expository Essay – Organizing Essay Paragraphs

LESSON 3 – WRITING AN EXPOSITORY ESSAY

Lesson 3 – Writing an Expository Essay – Drafting the Opening Paragraph

LESSON 4 – WRITING AN EXPOSITORY ESSAY

Lesson 4 – Writing an Expository Essay – Drafting Body Paragraphs

LESSON 5 – WRITING AN EXPOSITORY ESSAY

Lesson 5 – Writing an Expository Essay – Drafting Closing Paragraph

LESSON 6 – WRITING AN EXPOSITORY ESSAY

Lesson 6 – Writing an Expository Essay - Revising

LESSON 7 – WRITING AN EXPOSITORY ESSAY

Lesson 7A – Writing an Expository Essay – Edit and Publish
Lesson 7B – Writing an Expository Essay – Additional Assignment (Optional)

COMPARE AND CONTRAST ESSAY

LESSON 1 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 1 – Writing a Compare and Contrast Essay – Organizing Thoughts

LESSON 2 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 2 – Writing a Compare and Contrast Essay – Organizing Essay Paragraphs

LESSON 3 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 3 – Writing a Compare and Contrast Essay – Drafting the Opening Paragraph

LESSON 4 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 4 – Writing a Compare and Contrast Essay – Drafting Body Paragraphs

LESSON 5 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 5 – Writing a Compare and Contrast Essay – Drafting Closing Paragraph

LESSON 6 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 6 – Writing a Compare and Contrast Essay – Revising

LESSON 7 – WRITING A COMPARE AND CONTRAST ESSAY

Lesson 7A – Writing a Compare and Contrast Essay – Edit and Publish
Lesson 7B – Writing a Compare and Contrast Essay – Additional Assignment (Optional)

RESEARCH PAPER

LESSON 1 – RESEARCH PAPER (OVERVIEW)

LESSON 2 – RESEARCH PAPER

Lesson 2 – Step 1: Choose and Narrow Topic

LESSON 3 – RESEARCH PAPER

Lesson 3 – Step 2: Research Questions

LESSON 4 – RESEARCH PAPER

Lesson 4 – Step 3: Research (Source Cards)

LESSON 5 – RESEARCH PAPER

Lesson 5 - Step 3: Research (Note Cards and Taking Notes)

LESSON 6 – RESEARCH PAPER

Lesson 6 – Step 3: Research (Gathering Information)
(One Week of Class Periods)

LESSON 7 – RESEARCH PAPER

Lesson 7 – Step 4: Thesis & Outline

LESSON 8 – RESEARCH PAPER

Lesson 8 – Step 5: Draft – Drafting Introduction

LESSON 9 – RESEARCH PAPER

Lesson 9 – Step 5: Draft – Organizing Body Paragraphs

LESSON 10 – RESEARCH PAPER

Lesson 10 – Step 5: Drafting – Drafting Body Paragraphs
(2-3 Class Periods)

**LESSON 11 – RESEARCH PAPER/PROJECT
PROCESS**

Lesson 11 – Step 5: Draft – Drafting the Closing
Paragraph

**LESSON 12 – RESEARCH PAPER/PROJECT
PROCESS**

Lesson 12 – Step 6: Review – Revising for Word Choice
& Sentence Structure (2-3 Class Periods)

**LESSON 13 – RESEARCH PAPER/PROJECT
PROCESS**

Lesson 13 – Step 7: Edit/Publish (2 Class Periods)

**LESSON 14 – RESEARCH PAPER/PROJECT
PROCESS**

Lesson 14 – Step 8: Citing Sources

**LESSON 15 – RESEARCH PAPER/PROJECT
PROCESS**

Lesson 15 – Adding a Title Page and Outline

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SECTION 1: SENTENCES

Lesson 1 – Independent and Dependent Clause

INDEPENDENT CLAUSE

An *independent clause* contains BOTH a subject and a verb, and it can stand alone as a sentence because it expresses a complete thought. A sentence CAN contain more than one *independent clause*.

Example: City officials are alarmed at the increase in crime, but they do not know the reason for it. IC IC

Example: If they are unable to identify the problem, many more stores will likely be vandalized. DC IC

DEPENDENT CLAUSE

A *dependent clause* may contain a subject, a verb, or BOTH. However, a *dependent clause* can NOT stand alone as a sentence because it does not express a complete thought. A sentence CAN contain more than one *dependent clause*.

Often a dependent clause begins with one of the following words:
Subordinators: *after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while*

Example: Officials have called for assistance from local deputies IC
because they are concerned about the increase in crime. DC

Example: Because city officials are concerned about the increase in DC
crime, they have called for assistance from local deputies. IC

Lesson 1A – Independent and Dependent Clause

ASSIGNMENT

A. On a sheet of notebook paper, write five simple sentences (independent clause).

B. On a sheet of notebook paper, write five dependent clauses. Begin each dependent clause with a subordinator. Common subordinators are:

after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while

C Search the internet, a book, or a magazine to learn more about something you are interested in. Copy five sentences from the information and label the independent and the dependent clauses with IC or DC.

D. Memorize as many subordinators as you can.

Lesson 1B – Independent and Dependent Clause

ASSIGNMENT

Choose any or all of the activities below for today's practice.

A. On a sheet of notebook paper, write five simple sentences (independent clause).

B. On a sheet of notebook paper, write five dependent clauses using five different subordinators from the previous page to begin your sentences.

C. Have a conversation with a friend or someone in your family. Copy several sentences used in the conversation and label the independent and the dependent clauses with IC or DC.

D. Memorize as many subordinators as you can.

Lesson 7 – Prepositional Phrases

A *preposition* is a word that shows a relationship between a noun or pronoun and some other word in the sentence. *Prepositional phrases* often add more detail to writing. See the example below:

I saw a wonderful painting. A man and a lion are wrestling. The detail is amazing.

I saw a wonderful painting by Van Gogh. It depicted a man wrestling with a lion on the edge of a cliff. The detail in the painting is amazing.

A prepositional phrase includes: preposition, its object, and any modifiers.

Example: *in the painting*

Preposition: *in*

Object: *painting*

Common prepositions are listed in the boxes below.

about	along	before	between	during	inside	off	through	up
above	among	behind	beyond	except	into	on	to	with
across	around	below	by	for	like	out	toward	within
after	as	beneath	despite	from	near	over	under	without
against	at	beside	down	in	of	past	until	

Lesson 7A – Prepositional Phrases

ASSIGNMENT

- A. On a sheet of notebook paper, write ten simple sentences.**
 - B. Add at least one prepositional phrase to each sentence.**
 - C. Underline the prepositional phrases you added to the sentences.**
-

Lesson 7B – Prepositional Phrases

ASSIGNMENT

On a sheet of notebook paper, write a short personal narrative (story) about something you have experienced recently. While writing the draft, include prepositional phrases.

- B. Reread the narrative you have written and add additional prepositional phrases if appropriate.**

PERSONAL ESSAY

Lesson 3 – Writing a Personal Essay

ORGANIZING THOUGHTS

A *personal essay* is an essay describing something from the author’s life. It is written in first person point of view and is expository in nature.

Read the Prompt

The modeled essay was written to this prompt:

Imagine that you have the opportunity to travel back through time. At what point in history would you like to stop and why?

Organize the Essay

- OP Holocaust time period
- BP#1 Try to understand
- BP#2 Change history
- BP#3 Help victims
- CP Human rights, learn from evil

ASSIGNMENT

Choose one of the writing prompts below. Then, on a clean sheet of paper, draw a graphic organizer to organize the essay or use a graphic organizer from the back of the workbook.

1. What accomplishment have you made in the last year that has nothing to do with education? Explain your accomplishment and how it has affected you.
2. You have the opportunity to have lunch with the person you were four years ago. What about you has changed? What has stayed the same? Explain how you have changed and how you have stayed the same.
3. What is the best piece of advice you have ever received? Did you follow it? Why or why not? Explain this piece of advice, your reaction to it, and how it affected you.

NOTE: Notice the “command” in each prompt is *explain*. If you are instructed to *explain*, you will write an expository essay. Also, notice that the questions are directed toward “you”. This means the essay will be a *personal* essay.

Lesson 4 – Writing a Personal Essay

ORGANIZING BODY PARAGRAPHS

Below are examples of the plans modeled in today's video lesson for each body paragraph. Plans for opening and closing paragraphs are included as well.

Opening Paragraph Plan

Hook don't repeat history
Elaborate Holocaust can teach us
Thesis travel to Holocaust period, life-changing experience

BP #1 Plan

OS understand the Holocaust
D#1 better to be there than read in history books
EX see, hear, smell, feel
D#2 bring back real-life understanding
EX share and present and write what I've learned
CS gain better understanding, learn from evil leaders

BP #2 Plan

OS change history
D#1 influence leaders, become a leader
EX write, publish, protest
D#2 record first-person accounts
EX witness history as it happens, offer perspective
CS dangerous, but every person has power to affect change

BP #3 Plan

OS help the victims
D#1 help them escape
EX hide them, help them get to the border, save lives
D#2 help them find families
EX families were separated, help document locations
CS victims of anti-Semitism needed help

Closing Paragraph Plan

Restate Thesis go to Holocaust period
Detail understand more
Detail change history
Detail save lives
TP CS freedom and human rights

Lesson 4 – Writing a Personal Essay

ORGANIZING BODY PARAGRAPHS

ASSIGNMENT

- A. On a sheet of paper, organize the opening paragraph of the essay.
- B. On a sheet of paper, organize the body paragraphs of the essay.
- C. On a sheet of paper, organize the closing paragraph of the essay.

NOTE: Graphic Organizers are located at the back of the workbook if you prefer to use a pre-printed one.

Essay Paragraphs Organizer Checklist

Check off each item on the checklist below as it is completed.

Opening Paragraph

- Hook & other introductory statements
- Thesis statement

Body Paragraph #1 (Topic detail #1)

- Opening sentence
- Two details and examples
- Closing sentence

Body Paragraph #2 (Topic detail #2)

- Opening sentence
- Two details and examples
- Closing sentence

Body Paragraph #3 (Topic detail #3)

- Opening sentence
- Two details and examples
- Closing sentence

Closing Paragraph

- Restated thesis
- Closing statements

Lesson 5 – Writing a Personal Essay

DRAFTING THE OPENING PARAGRAPH

In the *opening paragraph*, introduce the topic and *hook* the audience. *Hooks* are important because they encourage the reader to continue reading.

Below are examples of hooks that could have been used with today's video lesson:

Sensory Description – Describe in detail to set the stage.

Example: Shot point blank, gassed, or labored to death. Then burned. Such is the picture of millions of lives taken during the Holocaust.

Emotional Statement – Use strong emotion to set the stage.

Example: Our history is full of events that have changed the course of the future for people and leaders and nations, and most people believe that history must be understood so that mistakes are not repeated.

Statistics – Use a statistic to set the stage.

Example: Studies show that people who endure traumatic events in life have permanent mental scars that are inescapable.

Short and Memorable – Get to the point to set the stage.

Example: The Holocaust is likely the single most devastating event in history.

Humor/Anecdote/Question/Quote – Use humor or an anecdote to set the stage.

Example: Have you ever suffered from an asthmatic attack? Or felt like you were suffocating? The Holocaust exhibited millions of such deaths.

Lesson 5 – Writing a Personal Essay

OPENING PARAGRAPH SAMPLE FROM VIDEO MODEL

Opening Paragraph Plan

Hook	don't repeat history
Elaborate	Holocaust can teach us
Thesis	travel to Holocaust period, life-changing experience

Quality Opening Paragraph Written from Plan

Our history is full of events that have changed the courses of people and leaders and nations, and most people believe that history must be understood so that mistakes are not repeated. If I could travel back in time to a specific point in history, I would want to travel to the time of the Holocaust when the persecution of innocent people changed the history of the world. Most people would think that this is a terrible time in history to visit, but I would like to understand what events led to such evil outcomes for the Jewish people. In going back to this time period, I would think that maybe, in some small way, I could even change history or help the innocent victims who were so brutally murdered. Visiting the Holocaust time period would be a life-changing time-travel experience.

Ineffective Opening Paragraph Sample

History that takes life should never be repeated. The Holocaust is one such event in history that can also teach us. I would like to travel to the Holocaust period because I think it would be life changing.

ASSIGNMENT

On a sheet of paper, draft the opening paragraph of the essay. Be sure to use the plan you made in the last lesson as a guide. Do not forget to double space the draft so that you have space to revise later.

Lesson 6 – Writing a Personal Essay

DRAFTING BODY PARAGRAPHS

BODY PARAGRAPH #1 SAMPLE FROM VIDEO MODEL

Body Paragraph #1 Plan

- OS understand the Holocaust
- D#1 better to be there than read in history books
- EX see, hear, smell, feel
- D#2 bring back real-life understanding
- EX share and present and write what I've learned
- CS gain better understanding, learn from evil leaders

Quality Body Paragraph #1 Written from Plan

I would understand more fully the events of the Holocaust if I were to travel to that point in history. Our history books tell facts and statistics about events like the Holocaust, nothing would be better being an eyewitness. I would be able to see, hear, smell, and even feel what is going there. Even though this would be a terrible event from which to gain sensory images, I would be able to bring back real-life understanding. I would love to share and present what I learn by traveling back in time to the Holocaust. In the end, I would hope to gain a better understanding myself of how bad leaders do bad things, and how every human being has a right to not be controlled by such wickedness.

Ineffective Body Paragraph #1 Sample

I could understand the Holocaust better if I were there. It's better than reading history books because I could see, hear, smell, and feel things. Also, I could bring back real understanding of the Holocaust. I would share what I learned. I would gain an overall better understanding of history and life.

ASSIGNMENT

On a sheet of paper, draft the three body paragraphs of the essay. Be sure to use the plan you made in the beginning as a guide. Do not forget to double space the draft so that you have space to revise later.

NOTE: Samples of body paragraph 2 and 3 can be seen on the next pages.

Lesson 6 – Writing a Personal Essay

BODY PARAGRAPH #2 SAMPLE

Body Paragraph #2 Plan

- OS change history
- D#1 influence leaders, become a leader
- EX write, publish, protest
- D#2 record first-person accounts
- EX witness history as it happens, offer perspective
- CS dangerous, but every person has power to affect change

Quality Body Paragraph #2 Written from Plan

While it seems impossible to think that a young man could change history during a time of racial, gender, and religious discrimination, it is never impossible to make efforts to influence leaders or even to become a leader during a time when human rights needs protection. Being present during this time period would be a challenge, but if I were there, I would try to protest publicly or write and publish letters in support of protecting rights for all people in order to persuade leaders to be humane to all walks of life. Another important change in history that I could make would be to record first-person accounts of the Holocaust. This would put me in the position of witnessing history as it happened, and my records could offer perspective and insight into understanding the horrific nature of this historical period. Being present during the Holocaust would certainly be dangerous, but I would take the time-travel trip and assume that every person has power to affect change – especially if change is for the good of mankind.

Ineffective Body Paragraph #2 Sample

I would try to change history if I were there. I would do what I could to influence leaders. I would write articles and have them published and protest. I would record what happened. Then, I would share my perspective. It would be dangerous, but I would affect the change.

Lesson 6 – Writing a Personal Essay

BODY PARAGRAPH #3 SAMPLE

Body Paragraph #3 Plan

- OS help the victims
- D#1 help them escape
- EX hide them, help them get to the border, save lives
- D#2 help them find families
- EX families were separated, help document locations
- CS victims of anti-Semitism needed help

Quality Body Paragraph #3 Written from Plan

If I could go back in time to the Holocaust, I would want to help the Jewish people who were persecuted and abused. In a time of such turmoil and control, it would be a difficult role to take on, but I would want to help the victims escape. While this is easy to say in retrospective wishful thinking, I would like to think that I would save innocent lives by helping the Jewish victims get to a safe border or hide from the dictatorial control of Adolph Hitler's army. Many of the Jewish people would need help finding the family members, which is another way that I could help. History tells us that many families were separated by the raids of Jewish communities, so I could help locate families and document their locations. The victims of anti-Semitic abuse deserved basic human rights and protection against torture, but millions were murdered without cause by the time the Holocaust finally ended.

Ineffective Body Paragraph #3 Sample

I would also help victims of the Holocaust. I would help them escape. I would hide them and get them to safety. I would also help them find their family members. Families were separated during the Holocaust and help them locate documents to find their family members. Victims deserved better but millions were murdered.

Lesson 7 – Writing a Personal Essay

DRAFTING CLOSING PARAGRAPH SAMPLE FROM VIDEO MODEL

Closing Paragraph Plan

Restate Thesis	go to Holocaust period
Detail	understand more
Detail	change history
Detail	save lives
TP CS	freedom and human rights

Quality Closing Paragraph Written from Plan

While most people would love to go back in history to see amazing discoveries or life-altering moments, I would love to be a witness to the Holocaust period. While this historical nightmare is full of pain and suffering for millions of innocent people, I would think that I could better understand the significance of this part of history if I were to travel back in time to see it myself. Not only could I get a better understanding, but I could also share my experience with others in hopes of helping people realize that human rights should never be controlled by malicious leaders. Who knows...maybe I could change history or even help save innocent victims! Either way, the Holocaust would never have occurred if “freedom for all people” was recognized throughout the world, and we can learn from this devastating time in history to never let someone control the lives of a nation.

Ineffective Closing Paragraph Sample

If I could, I would go back in time to the Holocaust period. If I did, I would understand more and do my part to save lives and change history. Freedom for all people would have prevented the Holocaust.

ASSIGNMENT

On a sheet of paper, draft the closing paragraph of the essay. Be sure to use the plan you made in the beginning as a guide. Do not forget to double space the draft so that you have space to revise later.

Lesson 8 – Writing a Personal Essay

REVISING FOR WORD CHOICE, SENTENCE STRUCTURE, AND CONTENT

Revision is one of the most important steps of writing. During revision, time is taken to explore every aspect of the composition and make changes that will have a positive effect on communication with the reader. During revision, focus on word choice, sentence structure, and content.

Opening Paragraph DRAFT

History is full of events that changed the lives of people. Most people believe that history must be understood so that we do not make the same mistakes. If I could travel back in time, I would travel to the time of the Holocaust. Most people would think that this is a terrible time in history to visit, but I would like to understand what events led to such horrific events for the Jewish people. In going back to this period, I would think that I could even change history or help the innocent victims who were so brutally murdered. Visiting the Holocaust time period would be a life-changing time-travel experience.

Opening Paragraph REVISION

***Our** history is full of events that have changed **the courses of people and leaders and nations, and most people believe that history must be understood so that mistakes are not repeated**. If I could travel back in time to a **specific point in history**, I would want to travel to the time of the Holocaust when the persecution of innocent people changed the history of the world. Most people would think that this is a terrible time in history to visit, **but personally**, I would like to understand what events led to such **evil outcomes** for the Jewish people. In going back to this time period, I would think that **maybe, in some small way**, I could even change history or help the innocent victims who were so brutally murdered. Visiting the Holocaust time period would be a life-changing time-travel experience.*

MORE REVISION EXAMPLES

Body Paragraph One DRAFT

I would understand more fully the events of the Holocaust if I were to travel to that point in history. Our history books tell facts and statistics about events like the Holocaust, nothing would be better being an eyewitness. I would be able to see, hear, smell, and even feel what is going there. Even though this would be a terrible event from which to gain sensory images, I would be able to bring back real-life understanding. I would love to share and present what I learn by traveling back in time to the Holocaust. In the end, I would hope to gain a better understanding myself of how bad leaders do bad things, and how every human being has a right to not be controlled by such wickedness.

Body Paragraph One REVISION

*I would understand more fully the events of the Holocaust **and the effects on the people** if I were to travel to that point in history. While our history books **reveal** facts and statistics about events such as the Holocaust, nothing would be better than **actually being an eye witness to historical events**. I would be able to see, hear, smell, and even feel what is going on with **the innocent victims, the misguided soldiers, and the malicious leaders**. Even though this would be a terrible event from which to gain sensory images, I would be able to bring back real-life understanding **and become a primary source of information to those around me**. I would **be able** to share and present what I learn by traveling back in time to the Holocaust, **which could be a help to those who want to understand how horrifying this event in history truly was**. In the end, I would hope to gain a better understanding myself of how **wicked** leaders do **terrible** things, and how every human being has a right to not be controlled by such wickedness.*

ASSIGNMENT

Revise each paragraph of the rough draft for word choice, sentence structure, and content. Notice that the revisions in the example above are few. Only make changes that help IMPROVE communication with the reader.

Lesson 9A – Writing a Personal Essay

EDIT AND PUBLISH

ASSIGNMENT

- A. Once all revisions are complete, it's time to edit for capitalization and punctuation errors and write the final copy. Final copies may be typed using the guidelines on page two in the front of the workbook.
- B. Score the final copy using the checklist and/or rubric that follows.

Lesson 9B – Writing a Personal Essay

ADDITIONAL ASSIGNMENT (OPTIONAL)

Choose one of the writing prompts below. Then, follow the writing process to plan, draft, revise, edit, and publish a personal essay.

1. What accomplishment have you made in the last year that has nothing to do with education? Explain your accomplishment and how it has affected you.
2. You have the opportunity to have lunch with the person you were four years ago. What about you has changed? What has stayed the same? Explain how you have changed and how you have stayed the same.
3. What is the best piece of advice you have ever received? Did you follow it? Why or why not? Explain this piece of advice, your reaction to it, and how it affected you.
4. In a lifetime, people have thousands of conversations with others. Think about conversations you have had with others. In an essay, tell about a conversation you have had that changed your perspective or was otherwise meaningful to you.

NOTE: It is equally acceptable to write a personal essay from any other prompt given to you outside this assignment.

Personal Essay Checklist

Opening Paragraph/Introduction

Did you introduce your topic?
Is your topic stated clearly in your thesis statement?

Body – (See Checklist at Bottom)

Does your body contain details about your topic?
Do you give examples of your details?
Are your details strong and descriptive?

Closing Paragraph/Conclusion

Does your closing paragraph restate the thesis and bring the essay to a close?
--

Overall

Do you have a clear beginning, middle, and end?
Do you use transition words between details/ examples and paragraphs?
Did you use vivid language to improve communication?
Did you stay on topic?

Mechanics

I have spelled my words correctly.
I have used capitalization correctly.
I have used punctuation correctly.
I indented each time I started a new paragraph.
I used paragraphs correctly.

BODY PARAGRAPHS CHECKLIST

Body Paragraph 1

Contains a quality opening sentence that introduces the main detail.
Gives details and examples of my topic sentence in this paragraph.
Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

Body Paragraph 2

Contains a quality opening sentence that introduces the main detail.
Gives details and examples of my topic sentence in this paragraph.
Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

Body Paragraph 3

Contains a quality opening sentence that introduces the main detail.
Gives details and examples of my topic sentence in this paragraph.
Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

PERSONAL ESSAY SCORING GUIDE

	Organization/Content	Opening, Thesis Statement, and Conclusion	Sentence Structure Word Choice	Mechanics
4	<ul style="list-style-type: none"> • Opening paragraph, body, and closing paragraphs follow an effective organizational style; • Appropriate and effective transitions are used between paragraphs and thoughts • Detailed support and examples are used effectively 	<ul style="list-style-type: none"> • Introduction is inviting and includes a well formed thesis statement which gives an overview of the purpose while the conclusion clearly restates the author's main objective and effectively closes the essay. 	<ul style="list-style-type: none"> • Sentences reflect variety in length and kind; (compound and complex sentences) • Few if any tense/subject verb agreement errors; • Word choice is rich and varied 	<ul style="list-style-type: none"> • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
3	<ul style="list-style-type: none"> • Opening paragraph, body, and closing paragraphs follow a basic organizational style; • General transitions are used between paragraphs and thoughts • General support and examples are used effectively 	<ul style="list-style-type: none"> • Introduction includes a thesis statement which gives an overview of the purpose while the conclusion restates the author's main objective and closes the essay. 	<ul style="list-style-type: none"> • Sentences reflect some variety in length and kind; (more compound than complex sentences) • Occasional if any tense/subject verb agreement errors; • Word choice is clear and reasonably precise 	<ul style="list-style-type: none"> • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
2	<ul style="list-style-type: none"> • Opening paragraph, body, and closing paragraphs follow a vague organizational style; • Few transitions are used between paragraphs and thoughts • Support is vague and lacks examples 	<ul style="list-style-type: none"> • Introduction, thesis statement, and/or conclusion is vague. 	<ul style="list-style-type: none"> • Sentences reflect little variety in length and kind; (mostly simple sentences) • Contains tense/subject verb agreement errors; • Word choice is basic 	<ul style="list-style-type: none"> • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors may interfere with the reader's understanding of the writing.
1	<ul style="list-style-type: none"> • Organization detracts from content • Transitions between paragraphs and thoughts are missing • Lacks support and examples 	<ul style="list-style-type: none"> • Introduction, thesis statement, and conclusion are not clear or missing. 	<ul style="list-style-type: none"> • Sentences are simple and fragmented; • Errors obstruct meaning • Word choice is vague 	<ul style="list-style-type: none"> • Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors interfere with the reader's understanding of the writing.

Total this section: _____ Total this section: _____ Total this section: _____ Total this section: _____

Total all sections _____/16

September 19, 2011

Ellie Reinhart

QUALITY PERSONAL ESSAY EXAMPLE

Essentials in Writing

“Time Travel”

Our history is full of events that have changed the courses of people and leaders and nations, and most people believe that history must be understood so that mistakes are not repeated. If I could travel back in time to a specific point in history, I would want to travel to the time of the Holocaust when the persecution of innocent people changed the history of the world. Most people would think that this is a terrible time in history to visit, but I would like to understand what events led to such evil outcomes for the Jewish people. In going back to this time period, I would think that maybe, in some small way, I could even change history or help the innocent victims who were so brutally murdered. Visiting the Holocaust time period would be a life-changing time-travel experience.

I would understand more fully the events of the Holocaust and the effects on the people if I were to travel to that point in history. While our history books reveal facts and statistics about events such as the Holocaust, nothing would be better than actually being an eye witness to historical events. I would be able to see, hear, smell, and even feel what is going on with the innocent victims, the

SECTION 3: ESSAYS

misguided soldiers, and the malicious leaders. Even though this would be a terrible event from which to gain sensory images, I would be able to bring back real-life understanding and become a primary source of information to those around me. I would be able to share and present what I learn by traveling back in time to the Holocaust, which could be a help to those who want to understand how horrifying this event in history truly was. In the end, I would hope to gain a better understanding myself of how wicked leaders do terrible things, and how every human being has a right to not be controlled by such wickedness.

While it seems impossible to think that a young man could change history during a time of racial, gender, and religious discrimination, it is never impossible to make efforts to influence leaders or even become a leader during a time when human rights need protection. Being present during this time period would be a challenge, but if I were there, I would try to protest publicly or write and publish letters in support of protecting rights for all people in order to persuade leaders to be humane to all walks of life. Another important change in history that I could make would be to record first-person accounts of the Holocaust. This would put me in the position of witnessing history as it happened, and my records could offer perspective and insight into understanding the horrific nature of this historical period. Being present during the Holocaust would certainly be dangerous, but I would take the time-travel

SECTION 3: ESSAYS

trip and assume that every person has power to affect change – especially if change is for the good of mankind.

If I could go back in time to the Holocaust, I would want to help the Jewish people who were persecuted and abused. In a time of such turmoil and control, it would be a difficult role to take on, but I would want to help the victims escape. While this is easy to say in retrospective wishful thinking, I would like to think that I would save innocent lives by helping the Jewish victims get to a safe border or hide from the dictatorial control of Adolph Hitler's army. Many of the Jewish people would have needed help finding the family members, which is another way that I could help. History tells us that many families were separated by the raids of Jewish communities, so I could help locate families and document their locations. The victims of anti-Semitic abuse deserved basic human rights and protection against torture, but millions were murdered without cause by the time the Holocaust finally ended.

While most people would love to go back in history to see amazing discoveries or life-altering moments, I would love to be a witness to the Holocaust period. While this historical nightmare is full of pain and suffering for millions of innocent people, I would think that I could better understand the significance of this part of history if I were to travel back in time to see it myself. Not only could I get a better understanding, but I could also share my

SECTION 3: ESSAYS

experience with others in hopes of helping people realize that human rights should never be controlled by malicious leaders. Who knows...maybe I could change history or even help save innocent victims! Either way, the Holocaust would never have occurred if “freedom for all people” was recognized throughout the world, and we can learn from this devastating time in history to never let someone control the lives of a nation.

September 19, 2012

Ellie Reinhart

INEFFECTIVE ESSAY EXAMPLE

Essentials in Writing

“Time Travel”

History that takes life should never be repeated. The Holocaust is one such event in history that can also teach us. I would like to travel to the Holocaust period because I think it would be life changing.

I could understand the Holocaust better if I were there. It's better than reading history books because I could see, hear, smell, and feel things. Also, I could bring back real understanding of the Holocaust. I would share what I learned. I would gain an overall better understanding of history and life.

I would try to change history if I were there. I would do what I could to influence leaders. I would write articles and have them published and protest. I would record what happened. Then, I would share my perspective. It would be dangerous, but I would affect the change.

I would also help victims of the Holocaust. I would help them escape. I would hide them and get them to safety. I would also help them find their family members. Families were separated during the Holocaust and help them locate documents to find their family members. Victims deserved better but millions were murdered.

If I could, I would go back in time to the Holocaust period. If I did, I would understand more and do my part to save lives and change history. Freedom for all people would have prevented the Holocaust.

SAMPLE