# Eighth-Grade Activity List

I= Independent, P= Partner, G= Group

## REQUIRED

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Reflection/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary essays must be written in present tense.</td>
<td></td>
<td>“The only person who is educated is the one who has learned how to learn and change.&quot; --- Carl Rogers, American psychologist</td>
</tr>
</tbody>
</table>
| Read chapter fourteen through end of book by Wednesday, February 12. *The Road from Home: The True Story of Courage, Survival, and Hope* by David Kherdian. 242 pages. | | If you can't be flexible in English, you can become irritable. ---Anonymous  
Problems disappear when English students are willing to become flexible. ---Anonymous |
| Assigned Wednesday, January 29: **By now you have chosen a writing prompt. Hand out rubric and graphic organizer.**  
**First Draft/Peer Edit: Wednesday, February 12**  
**Final Draft: Wednesday, March 4** | | **Informative Essay Unit**  
Rubric: Go over in class.  
Graphic Organizer  
First Draft/Peer Edit: Monday, February 24  
Final Draft: Wednesday, March 4  
Use following explanatory essay outline when composing your five-paragraph informative piece:  
1) Introduction  
   a. Interesting lead or hook  
   b. Thesis statement/Claim  
2) First Body Paragraph  
   a. Topic sentence – Main idea #1  
   b. 3-4 supporting details for main idea #1  
   c. Concluding sentence/transition  
3) Second Body Paragraph  
   a. Topic sentence – Main idea #2  
   b. 3-4 supporting details for main idea #2  
   c. Concluding sentence/transition  
4) Third Body Paragraph  
   a. Topic sentence – Main idea #3 |


What factors lead to the crime of genocide? Write an informative essay that addresses and analyzes the question and supports your position with evidence from at least three of the following sources. You may give examples from past and current events or issues to illustrate and clarify your position. You may refer to the sources below by their titles (Source A, Source B, Source C, Source D, or Source E).

Within the body of the paper, be certain that support is shown for statements with information from the nonfiction book or other credible sources. Cite sources. Include a title for your essay. In-text parenthetical citations and Works Cited page are
Please read the model essay that earned a 6.

Useful Tips for Successful Essay

Here are some tips you may incorporate to write perfectly:

Tip 1. Explanatory essay introduction needs a strong hook to attract readers’ attention.

Use one of the following hooks to develop an intriguing introduction:

- A quote, proverb, or saying;
- A description;
- A bold opinion;
- A statistic;
- An unusual fact;
- A question.

Tip 2. Use different kinds of supporting details to explain topic in the best possible manner.

Present relevant points on topic by referring to:

- Quotes;
- Interesting facts;
- Anecdotes;
- Descriptions;
- Statistical data.

Tip 3. Use transitional phrases to move smoothly from one idea to another.

Use following transitional phrases to make your explanatory essay more coherent:

- To begin with
- At this point
- Next
- Finally
- For example/instance
- For this reason
- As a result
<table>
<thead>
<tr>
<th>Therefore</th>
<th>Despite this</th>
<th>However</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the other hand</td>
<td>In the same way</td>
<td>In addition to</td>
</tr>
<tr>
<td>Similarly</td>
<td>Finally</td>
<td></td>
</tr>
</tbody>
</table>

This list is not exhaustive, and you may use plenty of other transitional words and phrases to show links between presented pieces of information.

**Tip 4. Make your conclusion interesting.**

In the concluding paragraph, think of including a summary of central ideas, but it is good to present these ideas in an interesting way. Here are some techniques for you to use:

- A description
- An anecdote
- A series of questions

It is also important to repeat thesis statement again; however, it should be rephrased.

| Week of Monday, February 3: Start working on editorial for *The New York Times*. If you are not thirteen, you still must write an editorial. Students younger than thirteen will not be able to submit editorials to *The New York Times*; however, they can submit to another newspaper that does not have an age limit, for example, *The Record* at [https://static.northjersey.com/submit-letter/](https://static.northjersey.com/submit-letter/). Students younger than thirteen who are submitting to a different newspaper must check word limit before beginning to write editorial. For example, the word limit at *The Record* is no more than 250 words. Every student must visit all the sites listed below on Thursday, February 13. Those sites will provide valuable guidelines and information for writing an editorial. **Times’ Contest Dates: Feb. 13, 2020 - April 1, 2020**

Will you work alone or with one or two partners? What is your topic?

I must approve the topic before students start.


For the *Times’* competition, students write a concise editorial (450 words or fewer) to convince readers of their view.
**editorial.**

Plan your time wisely. Create a calendar. Final editorial is due Wednesday, March 25.

You must have permission from a parent or legal guardian to enter this contest, but you DO NOT need to provide it in writing to submit. If you are selected as a finalist, however, the newspaper will notify you by email, and you must then submit your parent or legal guardian’s written consent. If you fail to provide it within three business days of the request then you may be disqualified.

Students younger than thirteen need to see me to choose another newspaper for submitting their editorials.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Due Tuesday, February 4, completed handout on conjunctive adverbs.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, February 5: LinkIt!</td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, February 6: LinkIt!</strong></td>
<td>Articulation Meeting</td>
</tr>
<tr>
<td>Due Thursday, February 6: Ketchup and mustard day. Choice.</td>
<td></td>
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<tr>
<td>Due Friday, February 7: Signed parental form for “If I Were a Superhero” narrative contest. Earn 100.</td>
<td></td>
</tr>
<tr>
<td><strong>Friday, February 7:</strong> There is <strong>no</strong> quiz today on vocabulary. Unit 12</td>
<td></td>
</tr>
<tr>
<td><strong>Friday, February 7:</strong> Five sentences using Greek root words are <strong>not</strong> due today.</td>
<td></td>
</tr>
<tr>
<td>Due Friday, February 7: First draft of “If I Were a Superhero” story. Peer edit.</td>
<td></td>
</tr>
<tr>
<td>Monday, February 10: Final version of “If I Were a Superhero” narrative. Typed, no MLA format. Mail to Scholastic.</td>
<td></td>
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<tr>
<td>Monday, February 10: Choice</td>
<td></td>
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<tr>
<td>Due Tuesday, February 11: 8 IXL, DD. 1 through DD.8. Earn a 100.</td>
<td></td>
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<tr>
<td>Tuesday, February 11: Quiz on grammar unit</td>
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</tbody>
</table>
originally scheduled for Tuesday, February 4, including next five prepositions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, February 11:</td>
<td>Distribute next unit on grammar. Answers due Thursday, February 20. Quiz</td>
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<tr>
<td></td>
<td>on this unit will be Tuesday, February 25.</td>
</tr>
<tr>
<td>By Wednesday, February 12:</td>
<td>Finish reading <em>The Road from Home: The True Story of Courage, Survival, and</em></td>
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<tr>
<td></td>
<td>Hope by David Kherdian. 242 pages.</td>
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<tr>
<td>Due Wednesday, February</td>
<td>First draft of five-paragraph informative essay. Typed, MLA format, Times</td>
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<tr>
<td>12:</td>
<td>New Roman, double-spaced, 12 point.</td>
</tr>
<tr>
<td>Due Thursday, February 13:</td>
<td>Final version of “If I Were a Superhero.” Mail today.</td>
</tr>
<tr>
<td></td>
<td>Thursday, February 13: Continue working on editorial for *The New York</td>
</tr>
<tr>
<td></td>
<td>Times*.</td>
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<tr>
<td></td>
<td>Good luck and have fun.</td>
</tr>
<tr>
<td><strong>Contest Dates:</strong> Feb.</td>
<td>Read samples at:</td>
</tr>
<tr>
<td>13, 2020 - April 1, 2020</td>
<td><a href="https://www.nytimes.com/section/opinion/editorials">https://www.nytimes.com/section/opinion/editorials</a></td>
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<tr>
<td></td>
<td>Winners 2019:</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.nytimes.com/2019/05/30/learning/the-winners-of-our-sixth-annual-">https://www.nytimes.com/2019/05/30/learning/the-winners-of-our-sixth-annual-</a></td>
</tr>
<tr>
<td></td>
<td>student-editorial-contest-teenagers-tell-us-what-matters-most-to-them.html</td>
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<td></td>
<td>Winners 2018:</td>
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<tr>
<td></td>
<td><a href="https://www.nytimes.com/2018/05/23/learning/winners-fifth-annual-student-">https://www.nytimes.com/2018/05/23/learning/winners-fifth-annual-student-</a></td>
</tr>
<tr>
<td></td>
<td>editorial-contest.html</td>
</tr>
<tr>
<td>Editorial Submission Form</td>
<td><a href="https://www.nytimes.com/2019/02/20/learning/our-sixth-annual-student-">https://www.nytimes.com/2019/02/20/learning/our-sixth-annual-student-</a></td>
</tr>
<tr>
<td></td>
<td>editorial-contest-write-about-an-issue-that-matters-to-you.html</td>
</tr>
<tr>
<td><strong>NOTE:</strong></td>
<td>You must cite at least one <em>New York Times</em> source and one non-NYT source.</td>
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<tr>
<td></td>
<td>For example: Brody, Jane. &quot;Hard Lesson in Sleep for Teenagers.&quot; The New</td>
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<td></td>
<td>Write a concise editorial (450 words or fewer) to convince readers of your</td>
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<td></td>
<td>view.</td>
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<td></td>
<td>Submissions must come from students who are 13 to 19 years old. You must</td>
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<tr>
<td></td>
<td>have permission from a parent or legal guardian to enter this contest, but</td>
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<tr>
<td></td>
<td>you DO NOT need to provide it in writing to submit. If you are selected</td>
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<tr>
<td></td>
<td>as a finalist, however, the newspaper will notify you by email, and you</td>
</tr>
<tr>
<td></td>
<td>must then submit your parent or legal guardian’s written consent. If you</td>
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<td></td>
<td>fail to provide it within three business days of the request then you may</td>
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<tr>
<td></td>
<td>be disqualified.</td>
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<td></td>
<td>Be careful not to plagiarize: Use quotation marks around lines you take</td>
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<tr>
<td></td>
<td>verbatim from another source, or rephrase and cite your source.</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.nytimes.com/2019/02/20/learning/our-sixth-annual-student-">https://www.nytimes.com/2019/02/20/learning/our-sixth-annual-student-</a></td>
</tr>
<tr>
<td></td>
<td>editorial-contest-write-about-an-issue-that-matters-to-you.html</td>
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<tr>
<td></td>
<td>“Because editorial writing at newspapers is a collaborative process, you</td>
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<td></td>
<td>can write your entry as a team or by yourself — though, please, only one</td>
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<td></td>
<td>submission per student. When you're done, submit it using the contest</td>
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<tr>
<td></td>
<td>form below by Tuesday, April 2, at 11:59 p.m. Eastern. Be sure to read the</td>
</tr>
</tbody>
</table>
Here are some useful resources so you can begin planning for this contest:


- Writing prompts: [401 Prompts for Argumentative Writing](https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html?module=inline)

- Video “How to Write an Editorial”---


Your editorial should be evidence-based argumentative writing. Use multiple sources, ideally ones that offer a range of perspectives on your chosen issue.

What issue do you care about? [College access? Lowering the voting age? The role of social media in our lives?](#)

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, February 14</td>
<td>There will be no vocabulary quiz on Latin and Greek roots.</td>
</tr>
<tr>
<td>Quiz on Unit 13 is next week.</td>
<td></td>
</tr>
<tr>
<td>Due Friday, February 14</td>
<td>Online read article “Frequently Asked Questions about the Armenian Genocide” at</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.armenian-genocide.org/genocidefaq.html">https://www.armenian-genocide.org/genocidefaq.html</a></td>
</tr>
<tr>
<td></td>
<td>Read essay entitled “Genocide and American Indian History” at</td>
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<tr>
<td></td>
<td>Gather information, using graphic organizer/questionnaire.</td>
</tr>
<tr>
<td>Monday, February 17</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>Tuesday, February 18</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>Wednesday, February 19</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Due Thursday, February 20:</td>
<td>Scholastic Scope’s final date for entries for Superhero Contest.</td>
</tr>
<tr>
<td>Friday, February 21:</td>
<td>Vocabulary quiz on Latin and Greek roots, Unit 12.</td>
</tr>
<tr>
<td></td>
<td>Final Draft: Wednesday, March 4</td>
</tr>
<tr>
<td>Tuesday, February 25:</td>
<td>Quiz on grammar, including next five prepositions. Hand out next unit to complete by next Tuesday.</td>
</tr>
<tr>
<td>Wednesday, February 26:</td>
<td>Read Martin Niemöller’s famous words and answer critical thinking questions on page 6. Typed, MLA format, Times New Roman, 12 point, double-spaced. Also, read “The Children Who Escaped the Nazis.” Complete activities. You can answer questions directly under the questions. Discuss answers to questions at end of selections.</td>
</tr>
<tr>
<td>Thursday, February 27:</td>
<td>Socratic Seminar on genocide and The Road from Home: The True Story of Courage, Survival, and Hope by David Kherdian. Go to: <a href="https://mlwebquest.weebly.com/socratic-seminar.html">https://mlwebquest.weebly.com/socratic-seminar.html</a> Watch video. Review opening, core, and closing questions; be prepared to discuss. Bring to class responses to questions in right column. Work must be typed, MLA format. In addition, you must bring to class five of your own questions, typed, MLA format. There are many ways to structure a Fishbowl discussion. Sometimes half the class will sit in the “fishbowl” for 10–15 minutes, and then I will say, “Switch.” At this point the listeners enter the “fishbowl,” and the speakers become the audience. What images spring to mind when you hear the word “genocide”? What does genocide mean? Do you know how the word is made? How can genocide happen? What genocides do you know of in the past century? Why is genocide still happening in the world? What are the differences between genocide and crimes against humanity? What is the most appropriate punishment for someone involved in genocide? Is there anything in your country’s history that was genocide or could be described as genocide?</td>
</tr>
</tbody>
</table>
Another common Fishbowl format is the “tap” system. When students on the outside of the “fishbowl” wish to join the discussion, they gently tap a student on the inside, and the two students switch roles.

Prompt: Write an essay that explains the causes and effects of a specific genocide that has occurred within the last 70 years.

Origin of the Term Genocide

The word “genocide” did not exist prior to 1944. It is a very specific term coined by a Polish-Jewish lawyer named Raphael Lemkin (1900–1959) who sought to describe Nazi policies of systematic murder during the Holocaust, including the destruction of European Jews. He formed the word genocide by combining geno-, from the Greek word for race or tribe, with -cide, from the Latin word for killing.

Distribute peer and self-evaluation forms.

<table>
<thead>
<tr>
<th>Friday, February 28: “The Children Who Escaped the Nazis”/Scholastic Scope</th>
<th>What do you think of the term “ethnic cleansing”?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch Steven Spielberg’s video.</td>
<td>What do you think of countries that deny their violent history and avoid putting terrible massacres in school history books?</td>
</tr>
<tr>
<td>Niemöller's famous words continue to be used today in popular culture and public discourse with changes reflecting particular issues.</td>
<td>What are the signs that genocide might happen in the future?</td>
</tr>
<tr>
<td>How have you seen it used and modified for recent issues?</td>
<td>After Rwanda, politicians swore genocide would never happen again. We had Bosnia and then Darfur. What went wrong?</td>
</tr>
<tr>
<td>Monday, March 2: Introduce Night by Elie Wiesel.</td>
<td>Do you think there should be an International Genocide Day?</td>
</tr>
<tr>
<td>Tuesday, March 3:</td>
<td>What does genocide do to a country once it has finished?</td>
</tr>
<tr>
<td>Tuesday, March 3: Quiz on grammar, including prepositions.</td>
<td>Martin Niemöller: First they came for…”</td>
</tr>
<tr>
<td>Wednesday, March 4: Final draft, explanatory essay.</td>
<td>This famous sentiment was spoken after World War II. What were Niemöller’s opinions about the Nazis and antisemitism earlier in his career?</td>
</tr>
<tr>
<td>Thursday, March 5:</td>
<td>Why do you think this quotation resonates long after the Holocaust?</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Due Friday, March 6:</strong></td>
<td>Friendly letter---5, 11, 11, 11, 5---to the main character in biography. Typed, 12 point, double-spaced, Times New Roman, MLA format.</td>
</tr>
<tr>
<td><strong>Friday, March 6:</strong></td>
<td>Hand out parental permission form for choice book for third trimester--- nonfiction narrative. Signed permission form is due Friday, March 13. Earn a 100.</td>
</tr>
<tr>
<td><strong>Friday, March 6:</strong></td>
<td>End of second trimester.</td>
</tr>
<tr>
<td><strong>Wednesday, March 11:</strong></td>
<td>Final version of five-paragraph informative essay. Typed, MLA format, Times New Roman, double-spaced, 12 point. Attach graphic organizer, peer edit, and rubric. Use the rubric to score your essay.</td>
</tr>
<tr>
<td><strong>Due Friday, March 13:</strong></td>
<td>Parental permission form for nonfiction book. Earn a 100.</td>
</tr>
<tr>
<td><strong>Monday, March 16:</strong></td>
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<tr>
<td><strong>Tuesday, March 17:</strong></td>
<td></td>
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<tr>
<td><strong>Wednesday, March 18:</strong></td>
<td></td>
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<tr>
<td><strong>Thursday, March 19:</strong></td>
<td></td>
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<tr>
<td><strong>Friday, March 20:</strong></td>
<td></td>
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<tr>
<td><strong>Monday, March 23:</strong></td>
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<tr>
<td><strong>Tuesday, March 24:</strong></td>
<td></td>
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<tr>
<td><strong>Wednesday, March 25:</strong></td>
<td>Research Simulation Task (RST) in class.</td>
</tr>
<tr>
<td><strong>Thursday, March 26:</strong></td>
<td>Introduce Literary Analysis Essay.</td>
</tr>
<tr>
<td><strong>Tuesday, April 21:</strong></td>
<td>NJSLA English</td>
</tr>
<tr>
<td><strong>Wednesday, April 22:</strong></td>
<td>NJSLA English</td>
</tr>
<tr>
<td><strong>Due Wednesday, April 8:</strong> First draft of Holocaust essay for Holocaust Museum Learning Center Contest, St. Louis, Missouri.</td>
<td></td>
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<tr>
<td><strong><a href="https://hmhc.org/holocaust-history/teaching-the-holocaust/student-art-writing-contest/">https://hmhc.org/holocaust-history/teaching-the-holocaust/student-art-writing-contest/</a></strong></td>
<td></td>
</tr>
</tbody>
</table>

This Art & Writing contest is an opportunity for young people who have studied the Holocaust in their classrooms to respond creatively to what they have learned.

First place winner receives $300 and a certificate. Second place winner receives $200 and a certificate. Third place winner receives $100 and a certificate. Honorable mention winners receive $25 and a certificate.

<table>
<thead>
<tr>
<th><strong>Due Wednesday, April 8:</strong> Final version of Holocaust essay for contest.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Monday, April 20:</strong> Deadline for essays on Holocaust.</th>
</tr>
</thead>
</table>

For help in formatting in-text and parenthetical citations in your essays, go to Son of Citation Machine MLA:

<table>
<thead>
<tr>
<th><strong><a href="http://www.citationmachine.net/mla/cite-a-book">http://www.citationmachine.net/mla/cite-a-book</a></strong></th>
</tr>
</thead>
</table>

For help in properly crediting information that you use in your essays, go to the Complete Guide to MLA & Citations:

<table>
<thead>
<tr>
<th><strong><a href="http://www.citationmachine.net/mla/cite-a-website">http://www.citationmachine.net/mla/cite-a-website</a></strong></th>
</tr>
</thead>
</table>

Go to chompchomp.com to review grammatical concepts, especially comma splices and fused sentences.

**Refer to the following URL to review annotating throughout the year:**

<table>
<thead>
<tr>
<th><strong><a href="https://www.youtube.com/watch?v=w5Mz4nweiWc">https://www.youtube.com/watch?v=w5Mz4nweiWc</a></strong></th>
</tr>
</thead>
</table>

To summarize how to annotate text:

1. **Identify the BIG IDEA.**
2. Underline topic sentences or main ideas.
3. Connect ideas with arrows.
4. Ask questions.
5. Add personal notes.
6. Define new words.
   
   Somebody Wanted But So Then
   * SLAMS Rules

- **SENTENCES**: Write in complete sentences.
- **LINES** on the paper tell you how long your answer should be. About a ½ to ¾ of a page will provide enough room for a complete answer.
- **ANSWER** what the question asks.
- **MECHANICS**: Fix up – punctuation, capitalization, spelling, grammar, and usage
- **SUPPORT** your answer with details from the selection.

### CHOOSE ONE or MORE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Reflection</th>
</tr>
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<tbody>
<tr>
<td>IXL, Eighth Grade English</td>
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<tr>
<td>chompchomp.com</td>
<td></td>
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<tr>
<td>Review literary terms. (I)</td>
<td></td>
<td><a href="http://www.bathcsd.org/webpages/edepartment/literary_terms.cfm">http://www.bathcsd.org/webpages/edepartment/literary_terms.cfm</a></td>
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<tr>
<td></td>
<td></td>
<td><a href="http://writing2.richmond.edu/writing/wweb/terms.html">http://writing2.richmond.edu/writing/wweb/terms.html</a></td>
</tr>
</tbody>
</table>

### Optional

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Reflection</th>
</tr>
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<tbody>
<tr>
<td>Activity</td>
<td>Time</td>
<td>Reflection</td>
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<tr>
<td><strong>Always bring anchor book---choice book---to class.</strong></td>
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<tr>
<td><strong>Read 20 minutes every day.</strong></td>
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<tr>
<td>Quiz on vocabulary every Friday. Be prepared to write a sentence using the word showing mastery of your understanding of the word.</td>
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</tr>
<tr>
<td>Quiz on grammar every Tuesday.</td>
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For above: The Art & Writing contest is an opportunity for you who have studied the Holocaust to respond creatively to what they have learned. Daniel A. Reich, Curator & Director of Education 314-442-3711
Armenians and the Pre-Genocide History

I will assign questions to each group. Peers will work together to answer questions. Typed, MLA format, Times New Roman, MLA format. List all members of each group.

The Armenians and the Pre-Genocide History of the Armenians

1. Where is the Republic of Armenia located today?
2. Where did Armenians come from?
3. What is the religion of the Armenians?
4. When did the Ottomans gain control of Anatolia (the historic homeland of the Armenians)?
5. Describe the “millet system” of the Ottoman Empire.
6. What is a “designated infidel?”
7. When did the Armenians begin to demand more equal rights?
8. How did the Ottoman Turks respond to the Armenians’ demand for equal rights?
9. How many Armenians perished during these massacres?
10. Who were the Young Turks and what did they advocate for in the Ottoman Empire in 1908?
11. Why did the Armenians initially support the Young Turks?
12. What changed for the Ottoman Turks in 1912?
13. How did these changes impact the ideology of the Young Turks?
14. What was a result of the loss of the war in the Balkans that directly fanned the fire of anti-Christian sentiment amongst Ottoman Turks?
15. How did this anti-Christian sentiment help lead to genocide?
16. What group gained control of the Young Turks and the Ottoman Government in 1913? What was the slogan of this new group?
17. Who did the Ottomans ally themselves with as German and Russia went to war?
18. What were the Young Turks’ goals for selecting which nation to ally themselves with?
19. Were the Turks successful in achieving their goals?
20. What was the impact of Armenians serving in the Russian military on Ottoman Armenians?
21. What occurred on April 24, 1915?
22. What did Dr. Hoffman say was the advantage of destroying the Armenian intelligencia and soldiers as the Ottoman Turks began the genocide?
23. The next stage in the genocide was the enactment of emergency legislation by the Ottoman government. What did this legislation allow for in provinces throughout the empire?
24. Where were the Armenians told they would be taken during the deportations?
25. How were Armenians removed from their towns?
26. What was the intended result of the deportations?
27. Central to the massacre and deportation was a special group that executed the orders of the Ottoman government. What was the name of this group?
28. Who engaged in the killing of Armenians?
29. Describe a point of Armenian resistance to the unfolding genocide?
30. At this point in the documentary the narrator mentions that some Armenians employed violent tactics when fighting for civil rights in the 1800s. Does this justify the genocide of 1915?

America’s Response to the Armenian Genocide

31. List three American leaders who protested the Armenian Genocide.
32. What organization was established in the U.S. to aid the Armenians? How much money did they raise?
33. Was the Armenian Genocide newsworthy information in 1915? 34. Did Americans witness the Armenian Genocide?
The Final Stages

35. After the Ottoman Empire was emptied of Armenians, what did the British insist of the Ottoman government in 1919?
36. Were the tribunals successful in punishing Ottoman Turks who had committed the genocide against the Armenians?
37. What transformation occurred in 1923 in regards to the Ottoman state?
38. What city was symbolically renamed in 1923?
39. Describe what was changed in Turkey after Ataturk came to power.
40. How did European nations and the United States respond to Turkey’s new image?
41. Why was the Armenian Case “erased” from the national memory of Turkey?
42. Does the Turkish government deny the Armenian Case today?
43. How do some Turks justify the killing of the Armenians during World War I?
44. Why does the Turkish government deny the Armenian Genocide today?

The Definition of Genocide

45. According to the United Nations, what is genocide?
46. Who coined the term “genocide?”
47. When was the legal definition of genocide adopted by the United Nations?
48. Some Turkish scholars call the Armenian Case genocide today. What are the ramifications for those scholars who affirm the Armenian Genocide?
49. Describe the inappropriate retaliation of two Armenian groups from 1975-1985?
50. What would the affirmation of the Armenian Genocide provide descendants of the victims and martyrs of the Genocide and the people of Turkey?

*The Armenian Genocide: A Documentary* by Andrew Goldberg Supplemental Teaching Guide by The Genocide Education Project
The Armenians and the Pre-Genocide History of the Armenians

1. **Where is the Republic of Armenia located today?**
   Armenia is located in the Caucasus which is south of Russia. Armenia’s neighbors include Georgia, Azerbaijan, Turkey, and Iran. (There are between six and seven million Armenians worldwide today and less than half live in the Republic of Armenia.)

2. **Where did Armenians come from?** Armenians lived in Anatolia for over 2,500 years.

3. **What is the religion of the Armenians?**
   Christianity—The Armenians were the first to adopt Christianity as the official state religion (301 CE).

4. **When did the Ottomans gain control of Anatolia (the historic homeland of the Armenians)?**
   The Ottomans gained control of Anatolia in 15th Century CE.

5. **Describe the “millet system” of the Ottoman Empire.**
   Millets were distinct religious communities that were somewhat autonomous within the Ottoman Empire. Greeks, Jews and Armenians were some of the ethnic groups that lived under the millet system. The millets had certain requirements to follow including:
   1. Loyalty to the Sultan
   2. Pay Taxes (higher than Muslims)
   3. No rebellions against the Sultan
   4. Obey the laws of the Ottoman Empire
   5. Accept their “second class” citizen status in the Ottoman Empire which included fewer legal rights than Muslims and severely restricted access to serving in leadership positions in the Ottoman government.
   6. **What is a “designated infidel”?**
      Peter Balakian said a “designated infidel” was a non Muslim in the Ottoman Empire. Designated infidels were subjected to a different social, political, and legal structure.

7. **When did the Armenians begin to demand more equal rights?**
   They began to demand equal rights at the end of the 1800s.

8. **How did the Ottoman Turks respond to the Armenians’ demand for equal rights?**
   The Ottoman Turks responded through a series of massacres known today as the “Hamidian Massacres” that were carried out by the Sultan, Abul Hamid II, in the mid 1890s.

9. **How many Armenians perished during these massacres?** 200,000–300,000

10. **Who were the Young Turks and what did they advocate for in the Ottoman Empire in 1908?**
    They were an umbrella group for Turks who believed that a constitution and a parliamentary were necessary if the Ottoman Empire was ever going to be considered “civilized.”

11. **Why did the Armenians initially support the Young Turks?**
    The Young Turks promised the Armenians more rights including the ability to serve in the Ottoman military.

12. **What changed for the Ottoman Turks in 1912?**
    They lost 75% of their European territories. The Balkans, Greece, Serbia and Bulgaria broke away from the Empire and became independent.

13. **How did these changes impact the ideology of the Young Turks?**
    At this point, the Young Turks became extremely nationalistic from fear of the possibility of the total collapse of the Ottoman Empire.

14. **What was a result of the loss of the war in the Balkans that directly fanned the fire of anti-Christian sentiment amongst Ottoman Turks?**
With the loss of territories in the Balkans, over a hundred Turkish refugees fled to Constantinople. The refugees warned other Turks that Christians were their enemies and they must protect themselves from all Christians including the Armenians.

15. **How did this anti-Christian sentiment help lead to genocide?**
   Without popular support, genocide cannot be committed. Enough Ottoman Turks were convinced that Christians were an enemy of the state.

16. **What group gained control of the Young Turks and the Ottoman Government in 1913? What was the slogan of this new group?**
   The Committee of Union and Progress (CUP) led by a triumvirate which included Talaat, Enver, and Djemal. Their slogan was “Turkey for the Turks.”

17. **Who did the Ottomans ally themselves with as German and Russia went to war?**
   The Germans

18. **What were the Young Turks’ goals for selecting which nation to ally themselves with?**
   If Russia was defeated, the Ottoman Empire could expand into Central Asia and unite the Turkic peoples that populated those Russian controlled territories.

19. **Were the Turks successful in achieving their goals?**
   No. They lost to the Russians and the Russians then advanced into the eastern portion of the Ottoman Empire with up to 5,000 ethnic Armenians, some of whom had been conscripted into the Russian Army from the Caucasus and a small group from the Ottoman Empire who had defected.

20. **What was the impact of Armenians serving in the Russian military on Ottoman Armenians?**
   The Ottoman government now viewed all Armenians as enemies of the state. Armenians in the Ottoman Army were disarmed and placed in work battalions where that were literally worked to death. They were blamed for the loss to the Russians.

21. **What occurred on April 24, 1915?**
   The genocide against the Armenians began with the imprisonment and executions of 250 Armenian intellectuals in Constantinople. Shortly after April 24, 1915, Armenian intellectuals in provinces throughout the Ottoman Empire were rounded up, imprisoned and executed leaving the Armenians without leadership.

22. **What did Dr. Hoffman say was the advantage of destroying the Armenian intelligencia and soldiers as the Ottoman Turks began the genocide?**
   The Armenians who remained were without leaders and therefore at the mercy of the orders of the Ottoman Turks.

23. **The next stage in the genocide was the enactment of emergency legislation by the Ottoman government. What did this legislation allow for in provinces throughout the empire?**
   Armenians throughout the empire were arrested or deported from their villages and towns.

24. **Where were Armenians told they would be taken during the deportations?**
   They were told they would be taken to unspecified locations in the interior of the empire.

25. **How were Armenians removed from their towns?**
   Armenians were deported by foot or by railway.

26. **What was the intended result of the deportations?**
   Armenians were purposely driven to exhaustion by being forced to take difficult routes without supplies. The deportations were a “death march.”

27. **Central to the massacre and deportation was a special group that executed the orders of the Ottoman government. What was the name of this group?**
   This group was called the “Special Organization” and was led by Behaeddin Shakir. Shakir created mobile killing units, or death squads, that were trained to kill Armenian convoys during the deportations.

28. **Who engaged in the killing of Armenians?**
   Soldiers, special killing squads, Kurds, and Turkish citizens. Mullahs (Muslims religious leaders) often sanctioned the killing of Armenians.
29. **Describe a point of Armenian resistance to the unfolding genocide?**
   In the city of Van, during the genocide, resistance fighters were able to defend the city from Turkish soldiers for over a month.

30. **At this point in the documentary the narrator mentions that some Armenians employed violent tactics when fighting for civil rights in the 1800s. Does this justify the genocide of 1915?**
   No. Although some historians have concluded that over a hundred government officials were killed in a series of about three violent outbursts in the 1800s it does not justify the total annihilation of a people.

**America’s Response to the Armenian Genocide**

**List three American leaders who protested the Armenian Genocide.**

31. **What organization was established in the U.S. to aid the Armenians?**
   How much money did they raise? The Near East Relief Foundation was established and they sent 100 million dollars in aid to the “starving Armenians.” Today that translates to 1.3 billion dollars.

32. **Was the Armenian Genocide newsworthy information in 1915?**

33. **Did Americans witness the Armenian Genocide?**
   Yes. U.S. consuls witnessed the deportations and killings throughout the Ottoman Empire. Also, missionaries and businessmen in the Ottoman Empire observed the events as well.

**The Final Stages**

35. **After the Ottoman Empire was emptied of Armenians, what did the British insist of the Ottoman government in 1919?**
   The British insisted that the Ottoman government hold wartime tribunals.

36. **Were the tribunals successful in punishing Ottoman Turks who had committed the genocide against the Armenians?**
   No. Even though the leaders of the Committee of Union and Progress (CUP), Talaat, Enver, and Djemal, were sentenced to death they had already fled Turkey.

37. **What transformation occurred in 1923 in regards to the Ottoman state?**
   The Republic of Turkey was formed by Ataturk (“Father of the Turks”). This was supposed to be a formal separation from the Young Turks even though many of the Young Turks now served under Ataturk.

38. **What city was symbolically renamed in 1923?**
   Constantinople was renamed Istanbul. Istanbul is a name that reflects a Turkic heritage instead on a Christian one. Constantinople comes from Constantine.

39. **Describe what was changed in Turkey after Ataturk came to power.**
   Turkey westernized which included adopting a constitution, the Latin alphabet, wearing western clothing, etc.

40. **How did European nations and the United States respond to Turkey’s new image?**
   They were thrilled with Turkey’s desire to westernize and they Turkey as a potential ally in the Middle East. Because Turkey had a great deal to offer Europe and the United States, the issue of affirming the Armenian Genocide was buried.

41. **Why was the Armenian Case “erased” from the national memory of Turkey?**
   The Armenian Case was erased in order to support the nationalistic aspirations of the republic of Turkey under Ataturk.
42. Does the Turkish government deny the Armenian Case today? Yes. The government of Turkey denies the Armenian Genocide took place.

43. How do some Turks justify the killing of the Armenians during World War I? Academics and government officials in Turkey often claim that it was a civil war and not genocide.

44. Why does the Turkish government deny the Armenian Genocide today? There are political and psychological reasons for denying the Armenian Case including:
   1. The Turkish government does not want to pay the reparations required by international law.
   2. The Turkish Government is a nationalistic state and does not want to admit that they were responsible for a crime similar to that of the Holocaust.
   3. Finally, Turks do not want to believe that their ancestors were capable of carrying out the crime of genocide.

The Definition of Genocide

45. According to the United Nations, what is genocide?
   “Any acts committed with the intent to destroy, in whole or in part, and national, ethnic, racial, or religious group.”

46. Why is it not acceptable to call the crimes of 1915 a tragedy and not genocide?
   Genocide connotes the systematic killing of a people which is what occurred in the Armenian Case and not just a tragedy as in the case of the tsunami of 2005.

47. Who coined the term “genocide?”
   The term was coined by Polish scholar Raphael Lemkin. Lemkin was a Jew who witnessed the unfolding of the Holocaust in Germany and Poland. He also studied the Armenian Case in Turkey.

48. When was the legal definition of genocide adopted by the United Nations? The legal definition was unanimously ratified on December 9, 1948.

49. Some Turkish scholars call the Armenian Case genocide today. What are the ramifications for those scholars who affirm the Armenian Genocide? They are deemed treasonous. Those who affirm the Armenian Genocide in Turkey often lose their jobs, are placed in prison and are overall alienated from Turkish society.

50. What would the affirmation of the Armenian Genocide provide descendants of the victims and martyrs of the Genocide and the people of Turkey?
   It would provide the descendant an opportunity to fully mourn the loss of their culture in the Ottoman Empire. It would allow for Turks to move past this horrific history and allow for a more democratic society in which freedom of speech was not stifled.
Genocide is a process that develops in eight stages that are predictable, but not unstoppable. At each stage, preventive measures can prohibit the perpetrators from continuing their plans. The later stages must be preceded by the earlier stages, though earlier stages continue to operate throughout the process.

The ten stages of genocide are:

1. Classification
2. Symbolization
3. Discrimination
4. Dehumanization
5. Organization
6. Polarization
7. Preparation
8. Persecution
9. Extermination
10. Denial

1. CLASSIFICATION


All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. If societies are too segregated (divided) they are most likely to have genocide.

The main way of preventing genocide at this early stage is to develop opportunities in a society for people to work and live together who are from different ethnic, social, national or religious backgrounds. This will allow people to become more tolerant and understanding of each other. In the United States, public schools serve this function as they are places where all young people can go regardless of their ethnic, social, national or religious backgrounds. This search for common ground is vital to early prevention of genocide.

2. SYMBOLIZATION

We give names or other symbols to the classifications of ethnicity, race, religion, or nationality. We name people “Jews" or "Gypsies", or distinguish them by colors or dress; and apply them to members of groups. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the next stage, dehumanization. When combined with hatred, symbols may be forced upon unwilling members of minority groups: the yellow star for Jews under Nazi rule, the blue scarf for people from the Eastern Zone in Khmer Rouge Cambodia.
Sometimes we impose symbols on ourselves like gangs using certain colors. That is the group’s right but sometimes backfires when they are discriminated against.

To combat symbolization, hate symbols can be legally forbidden (i.e. swastikas) as can hate speech. Group marking like gang clothing or tribal scarring can be outlawed, as well.

The problem is that legal restrictions will fail if unsupported by society. Sometimes if we outlaw certain names but hate exists new names will just take their place. If widely supported, however, denial of symbolization can be powerful, as it was in Bulgaria, when many non-Jews chose to wear the yellow star, depriving it of its importance as a Nazi symbol for Jews. According to legend in Denmark, the Nazis did not introduce the yellow star because they knew even the King would wear it.

3. DISCRIMINATION

A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be accorded full civil rights, voting rights, or even citizenship. The dominant group is driven by an exclusionary ideology that would deprive less powerful groups of their rights. The ideology advocates monopolization or expansion of power by the dominant group. It legitimizes the victimization of weaker groups. Advocates of exclusionary ideologies are often charismatic, expressing resentments of their followers, attracting support from the masses. Examples include the Nuremberg Laws of 1935 in Nazi Germany, which stripped Jews of their German citizenship, and prohibited their employment by the government and by universities. Denial of citizenship to the Rohingya Muslim minority in Burma is a current example.

Prevention against discrimination means full political empowerment and citizenship rights for all groups in a society. Discrimination on the basis of nationality, ethnicity, race or religion should be outlawed. Individuals should have the right to sue the state, corporations, and other individuals if their rights are violated.

4. DEHUMANIZATION

Dehumanization occurs when one group treats another group as second class citizens. Members of a persecuted group may be compared with animals, parasites, insects or diseases. When a group of people is thought of as “less than human” it is easier for the group in control to murder them.

At this stage, hate propaganda in print and on hate radios is used to make the victims seem like villains. In fighting this dehumanization, one must remember that there is no right of “freedom of speech” to tell people to commit murder. Outlawing hate speech can help save the lives of those targeted. If a country is on the verge of committing genocide it is no longer a democracy (if it was before), and the broad freedom of speech protected in a democracy may need to be limited in such a country. Hate radio stations should be shut down, and hate propaganda banned. Hate crimes and atrocities should be promptly punished.

5. ORGANIZATION

Genocide is always organized, usually by the state, though sometimes informally or by terrorist groups. Special army units or militias are often trained and armed. Plans are made for genocidal killings.

To combat this stage, membership in these militias should be outlawed. Their leaders should not be allowed to travel outside their country where they may be able to raise funds or get weapons. The U.N. should enforce arms embargoes on governments and citizens of countries involved in genocidal massacres, and create commissions to investigate violations, as was done in post-genocide Rwanda.

6. POLARIZATION
Extremists drive the groups apart. Hate groups broadcast propaganda that reinforces prejudice and hate. Laws may forbid intermarriage or social interaction between the groups. Terrorism targets moderates, and intimidates them so that they are silent. Moderate leaders are those best able to prevent genocide and they are often the first to be assassinated.

Prevention may mean security protection for moderate leaders or assistance to human rights groups. Assets (money and property) of extremists may be seized, and opportunities for international travel denied to them. If extremists try to take over the government, then international sanctions should be put in place.

7. PREPARATION

Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. Members of victim groups are forced to wear identifying symbols, like the Yellow Stars worn by Jews during the Holocaust. They are often segregated into ghettos (confined living quarters), forced into concentration camps, or restricted to a famine-struck region and starved.

At this stage, a Genocide Alert must be called. If the U.S., NATO, and the U.N. Security Council can be mobilized, armed international intervention should be prepared or heavy assistance to the victim group in preparing for its self-defense. Otherwise, at least humanitarian assistance (medical care, food, clothing) should be organized by the U.N. and private relief groups for the refugees who will try to escape from the genocide.

8. PERSECUTION

Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. They are deliberately deprived of resources such as water or food in order to slowly destroy them. Programs are implemented to prevent procreation through forced sterilization or abortions. Children are forcibly taken from their parents. The victim group’s basic human rights become systematically abused through extrajudicial killings, torture and forced displacement. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group. The perpetrators watch for whether such massacres meet any international reaction. If not, they realize that the international community will again be bystanders and permit another genocide.

At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or U.N. Security Council or the U.N. General Assembly can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.

9. EXTERMINATION

Extermination begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human (see dehumanization). When it is sponsored by the government, the armed forces often work with private armies to do the killing. Sometimes the genocide results in revenge killings by groups against each other, creating the downward whirlpool-like cycle of mutual genocide where the victims actually organize and commit a second genocide on the perpetrators.

At this stage, only rapid and overwhelming armed intervention can stop genocide. Real safe areas or refugee escape regions should be established with heavily armed international protection. The U.N. needs troops that can go in to genocidal areas and stop the killing when the U.N. Security Council calls it. The U.N. may decide
to act through regional military forces from organizations like NATO. Relief groups should be prepared to assist the victims.

If the U.N. will not get involved directly, militarily powerful nations should provide the airlift, equipment, and financial means necessary for regional states to intervene with U.N. authorization.

10. DENIAL

Denial is the eighth stage that always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile. Leaders of the genocide continue to deny the crime unless they are captured and a tribunal (special court) is established to try them.

The best response to denial is punishment by an international tribunal or national courts. There the evidence can be heard, and the perpetrators punished. Tribunals or international courts must be created. They may not prevent the worst genocidal killers, but at least some mass murderers may be brought to justice.
Resources for Explanatory Essay Prompt: What factors lead to the crime of genocide taking place? Write an informative essay that addresses and analyzes the question and supports your position with evidence from at least three of the following sources. You may give examples from past and current events or issues to illustrate and clarify your position. You may refer to the sources by their titles (Source A, Source B, Source C. Source D, or Source E).

Source A: How and When Genocide Happens

HOW GENOCIDE HAPPENS

Genocide can be defined by three parts that make up a whole: ideology, technology, and bureaucracy.

Ideology. Ideology (i-de-OL-e-je) is a set of ideas and beliefs that guide a person, group, or nation. Some ideologies are good and help people, such as belief in charity and kindness. But some ideologies are bad and hurtful. Nazism and racism are thought of as bad ideologies.

A key element of genocide is an ideology that allows the murderers to excuse murder. The ideology of genocide is usually based on racist or religious beliefs. Information or ideas are repeated over and over to change the public’s thinking about a group of people. This is called propaganda. Such propaganda defines the victims as not worthy of human kindness or sympathy. Words such as "savages," "vermin," "sub-human," and "nonbelievers" are used to define the victims. Racist terms are also used. Once a group of people are reduced to a non-human level in the minds of the majority, the victims are easier to kill. Racist ideologies may survive for thousands of years, so that the victims are naturally thought of as inferior and useless by large numbers of people.

Technology. Once propaganda separates and labels the victim "non-human," the killing can begin. As the has become a more modern place, people have developed more modern means of murder. In ancient times, clubs, spears, and guns were the means of mass murder. The Nazis used high-tech methods such as gas chambers and crematoria. Today, we have "smart" bombs and nuclear bombs that can do the work of mass human annihilation in minutes.

Bureaucracy. Most governments are made up of hundreds of departments, cabinets, administrators, and bureaus. Taken together they are called a bureaucracy (byur-OK-re-see). When a group decides to commit genocide it needs more than an army to do the killing. Laws must be passed to declare the victims enemies of the state. Prisons and concentration camps must be built. Courts must give trials to people who resist. Generals, lieutenants, sergeants, and soldiers must receive marching orders. Businesses must be contracted to build weapons, clothing, and machinery. All of these things require a bureaucracy to write papers, file documents, and give orders. The German genocide of the Jews and Gypsies required an enormous bureaucracy to coordinate the efforts.

WHEN GENOCIDE HAPPENS

Genocide has usually taken place under three conditions-war, colonization, and religious or tribal conflict.

War. Wartime conditions are especially favorable for genocide. When armies are fighting each other, genocide and violent acts against citizens are thought of as a continuation of the warfare. Wartime also allows the censorship of ideas and the use of propaganda on a massive scale. The enemy is labeled as inhuman. People who oppose the killing are called traitors.

Colonization. When one nation forms a colony in another, it is called colonization (kol-e-niz-A-shun). This happened when Spain, England, and France sent thousands of people to America. Those Europeans colonized
America, taking away the power of the Native Americans who already lived there. Colonization has led to the genocide among native peoples from North and South America to New Zealand and Australia. It is still happening in the rain forests of Brazil and elsewhere.

Religious or Tribal Conflict. The third arena for genocide is conflict of one religion or tribe against another. Modern-day examples of this type of genocide may be found in the Eastern European countries of Bosnia and the African country of Rwanda.

Source B: The African Holocaust

THE AFRICAN HOLOCAUST

After the Europeans discovered America, they quickly set about to plunder its natural resources. There were seas to fish, forests to cut, crops to plant, and precious metals to mine. Unfortunately, Europeans were not used to this hard labor. At first they tried to enslave Native Americans. But most of the natives chose to lay down and die rather than be slaves for the European conquerors.

As the Europeans sailed their ships to America, they passed the continent of Africa. Africa was a vast, rich land full of hundreds of cultures and millions of people. In Ghana people worked with iron and gold. In Mali thousands of traders crisscrossed the country in caravans led by camels. In Timbuktu mosques were laid out with velvet, fountains, and artwork carved into stone. In present-day Nigeria craft workers made incredible artwork out of brass. Africa was alive with music, dance, art, and knowledge from thousands of tribal cultures.

All that was to change. First the Portuguese, then other nations, began to plunder Africa for human slaves. The first Africans came to the New World not as slaves but as sailors. There were Africans traveling with Balboa when he became the first European to see the Pacific Ocean. There were Africans with Hernando Cortez in Peru in the 1500s. Some historians believe that there was an African traveling with Columbus in 1492.

In 1620 the first Africans were brought to America to slave in the tobacco fields in Virginia. Soon the trickle of slaves turned into a flood. The Spanish, Portuguese, French, English, Dutch, and Danish all fought with each other to see who would dominate the slave trade. The English finally became the masters of the sea and the masters of the slave trade in 1713.

By the early eighteenth century, Europeans were kidnapping 80,000 Africans a year and bringing them to America for slavery. Slavers called their human cargo "Black Gold". Huge companies were set up whose only purpose was to make slaves out of free Africans-more in action. Propaganda was printed to paint a picture of the as savage, backward, and less than human. The accomplishments of African civilization were hidden the public.

Conditions aboard the slave ships were horrible. Small sailing vessels were packed with as many as 400 human beings. Families were broken apart. Slaves were chained together at the wrists and ankles. Each male was given a space 6 feet long and 16 inches high aboard the ship. Women and children were given less space. The journey took endless weeks. The Africans were forced to live in filth. Sea sickness, suicide, and disease killed about two-thirds of unfortunate people.

No one knows exactly how many Africans were kidnapped and brought to America. Some historians believe that at least 50 million people were taken from Africa-about half of all people living there. Of that number, possibly 35 million died or were killed along the way.
The continent of Africa was left in ruins. Great libraries and universities were destroyed. Over 500 separate languages were lost. Cities were abandoned and returned to dust.

American human slavery lasted for almost three hundred years. Even after slavery was outlawed after the Civil War, African Americans were still treated like aliens in their own land. Propaganda and bureaucracy continued to work against their wellbeing. The legacy of the African Holocaust is still with us today.

Source C: Native American Genocide

NATIVE AMERICAN GENOCIDE

Many people believe that the native peoples of the Americas have suffered the worst genocide of any people in history. They were stripped of their culture, land, natural resources, and their very lives. As wave after wave of Europeans came to America, Native Americans were forced off their land.

Fifty years after Christopher Columbus landed in the Bahamas, the natives who lived there, the Arawaks, were extinct. The Spanish colonists used the Arawaks as slaves and worked them until they dropped.

The Spanish invaded the Americas with a vengeance. In 1519 Hernando Cortez invaded the Aztec city of Tenochtitlan. The city was far more dazzling than any in Europe. The city had five times the population of London, England. In two years, over 350,000 Aztecs were murdered. The entire Aztec empire contained over 25 million people. That was five times the population of England. After 75 years of Spanish rule only 1 million Aztecs were left alive.

The Spaniards were unbelievably cruel. They worked the natives to death in mines, chained together at the neck.

In Central America, 95 percent of the native people were either killed or died from European diseases that they had no resistance to. In Nicaragua, 99 percent of the natives were killed-more than one million people-in only 60 years. In Peru and Chile, 14 million native people died. In all, it is estimated that 80 to 90 million people from the Indies to the Amazon died before the dawning of the seventeenth century. Some of the population collapse was due to disease introduced by the Europeans.

Although the Spanish killed millions, they still valued the natives as slave labor. The same cannot be said of the English who landed in North America.

Scientists do not agree on exactly how many Native Americans lived in North America before the English arrived. Estimates range from a low of 7 million to a high of 30 million. There is no doubt, however, that at the beginning of the twentieth century, only 250,000 remained. That means that 97 to 99 percent of Native Americans were killed or died between 1620 and 1900.

The English who settled America in the early 1600s did not find gold or silver. But with a population explosion occurring in the British Isles, they needed more land. Since the Native Americans stood in the way of unlimited access to North America, they had to be eliminated. So they were.

In Virginia the English burned entire native villages and the surrounding cornfields. They poisoned whole communities with blankets infected with small pox disease. They captured women and children and sold them as slaves in West India. Within 50 years, Virginia's natives were gone, reduced to 1,500 people from
This pattern was repeated throughout New England. By the early 1800s, 95 percent of the Native Americans were killed. This genocide took place in the span of 100 years. In 1703, Massachusetts law gave people the right to shoot "Indians." After the American Revolution, the new nation supported Native American genocide. Andrew Jackson, whose picture graces the ten dollar bill, called Native Americans "savage dogs."

At one time, Jackson supervised the slaughter of 800 members of the Creek tribe. The soldiers cut off the noses of the dead and made bridle reins out of strips of Native American's skin.

After Jackson became president, the U. S. Congress passed the Indian Removal Act in 1830. The act ordered Native Americans to be resettled in the west. Thousands upon thousands of Native Americans were rounded up in the southeast and southwest United States. The government seized their land and forced them to march to Kansas, Nebraska, and Oklahoma.

The U. S. army oversaw the march, which became known as the "Trail of Tears." Unaccustomed to the cold, hundreds froze to death. Others died of starvation. Many died from disease. Natives from the Cherokee, Creek, Seminole, Shawnee, Wyandot, Chickasaw, and Choctaw tribes died by the thousands. By the time the Native Americans were forced onto arid, barren reservations, thousands were dead or dying.

The genocide of the Native Americans lasted for four hundred years. People from the countries of England, France, Spain, Portugal, the Netherlands, and Germany participated in the massacre. The U. S. government gave specific orders to take the wealth of the Native Americans, steal their land, and send them to reservations.

By the 1890s the native population of the United States had dropped to 1 percent of its former number. The languages, medicines, artwork, music, and knowledge of hundreds of rich and exciting cultures was gone forever.

The annihilation of the native peoples of America continues. During the 1980s over 10,000 natives were murdered in Guatemala. Native people are being wiped out in the rain forests of Brazil. And many of the Native Americans in the United States are poor and suffering from four hundred years of genocide.

Source D: Cambodian Genocide

CAMBODIA

Cambodia is a small country near Vietnam in Southeast Asia. Khmer Rouge communists took over the country in 1975. At the time, the Khmer Rouge had been fighting a civil war in Cambodia for five years. They were fighting the U.S. backed government.

The Khmer Rouge soldiers swarmed into the Cambodian capital of Phnom Penh. They ordered the 3 million people there to abandon the city. Young and old, sick and healthy, businesspeople and beggars, all were ordered at gunpoint onto the streets and highways.

The hospitals were emptied of the sick and dying. They too were forced to stumble out of the city. Those who were too sick to walk were pushed in their beds by members of their families. Doctors were forced to abandon their patients in mid-operation. It took two full days to empty the city.
Thousands died in the forced march. The weak were quickly executed. Phnom Penh was not alone. The entire urban population of Cambodia, some 4 million people, were forced from the cities. It was one of the largest transfers of human beings in history.

The survivors were settled in villages and agricultural communes in the Cambodian countryside. They were put to work for 17 hours a day. They planted rice and built irrigation systems.

Many thousands died from dysentery, malaria, and starvation. They were given one can of condensed milk and one bowl of rice every two days. Others were taken away in the night by the Khmer Rouge and shot.

All educated people were killed. Anyone who wore eyeglasses was killed. Musicians and artists skilled in ancient tradition were killed. Buddhism, the major religion, was outlawed. Ancient temples, thousands of years old, were destroyed. There were no telephones, no public transportation, no postal service, and no schools or universities. Phnom Penh became a ghost town of shuttered shops, abandoned offices, and painted-over street signs.

The leader of the Khmer Rouge was Pol Pot. His Communist ideology stated that money was the root of all evil. Pol Pot decided to abolish money. And where was the money? In the cities. Pol Pot didn't care that millions would die for his ideology. When asked about the millions who died, one minister of the government said, "It's amazing how concerned you Westerners are about war criminals." Pol Pot even boasted about his destruction, saying, "More than 2,000 years of Cambodian history have virtually ended."

This mass murder was largely ignored in the West. The United States had just pulled out of Vietnam. They certainly weren't about to return to Cambodia to stop Pol Pot. The United Nations even refused to name what the Khmer Rouge was doing as genocide.

In 1993, Cambodia's 70-year-old King Sihanouk returned to rule the country after living in exile since 1955. It is hoped that the king, and his son who is prime minister, can return Cambodia to its former glory.

Source E: Armenian Genocide

The Armenian genocide was the systematic killing and deportation of Armenians by the Turks of the Ottoman Empire. In 1915, during World War I, leaders of the Turkish government set in motion a plan to expel and massacre Armenians. By the early 1920s, when the massacres and deportations finally ended, between 600,000 and 1.5 million Armenians were dead, with many more forcibly removed from the country. Today, most historians call this event a genocide: a premeditated and systematic campaign to exterminate an entire people. However, the Turkish government still does not acknowledge the scope of these events.

The Roots of Genocide: The Ottoman Empire

The Armenian people have made their home in the Caucasus region of Eurasia for some 3,000 years. For some of that time, the kingdom of Armenia was an independent entity: At the beginning of the 4th century A.D., for instance, it became the first nation in the world to make Christianity its official religion.

However, for the most part, control of the region shifted from one empire to another. During the 15th century, Armenia was absorbed into the mighty Ottoman Empire.
The Ottoman rulers, like most of their subjects, were Muslim. They permitted religious minorities like the Armenians to maintain some autonomy, but they also subjected Armenians, who they viewed as “infidels,” to unequal and unjust treatment.

Christians had to pay higher taxes than Muslims, for example, and they had very few political and legal rights.
In spite of these obstacles, the Armenian community thrived under Ottoman rule. They tended to be better educated and wealthier than their Turkish neighbors, who in turn grew to resent their success.

This resentment was compounded by suspicions that the Christian Armenians would be more loyal to Christian governments (that of the Russians, for example, who shared an unstable border with Turkey) than they were to the Ottoman caliphate.

These suspicions grew more acute as the Ottoman Empire crumbled. At the end of the 19th century, the despotic Turkish Sultan Abdul Hamid II – obsessed with loyalty above all, and infuriated by the nascent Armenian campaign to win basic civil rights – declared that he would solve the “Armenian question” once and for all.

“I will soon settle those Armenians,” he told a reporter in 1890. “I will give them a box on the ear which will make them…relinquish their revolutionary ambitions.”

The First Armenian Massacre

Between 1894 and 1896, this “box on the ear” took the form of a state-sanctioned pogrom. In response to large scale protests by Armenians, Turkish military officials, soldiers and ordinary men sacked Armenian villages and cities and massacred their citizens. Hundreds of thousands of Armenians were murdered.

Young Turks

In 1908, a new government came to power in Turkey. A group of reformers who called themselves the “Young Turks” overthrew Sultan Abdul Hamid and established a more modern constitutional government.

At first, the Armenians were hopeful that they would have an equal place in this new state, but they soon learned that what the nationalistic Young Turks wanted most of all was to “Turkify” the empire. According to this way of thinking, non-Turks – and especially Christian non-Turks – were a grave threat to the new state.

World War I Begins

In 1914, the Turks entered World War I on the side of Germany and the Austro-Hungarian Empire. (At the same time, Ottoman religious authorities declared a holy war against all Christians except their allies.)

Military leaders began to argue that the Armenians were traitors: If they thought they could win independence if the Allies were victorious, this argument went, the Armenians would be eager to fight for the enemy.

As the war intensified, Armenians organized volunteer battalions to help the Russian army fight against the Turks in the Caucasus region. These events, and general Turkish suspicion of the Armenian people, led the Turkish government to push for the “removal” of the Armenians from the war zones along the Eastern Front.
Armenian Genocide Begins

On April 24, 1915, the Armenian genocide began. That day, the Turkish government arrested and executed several hundred Armenian intellectuals. After that, ordinary Armenians were turned out of their homes and sent on death marches through the Mesopotamian desert without food or water.

Frequently, the marchers were stripped naked and forced to walk under the scorching sun until they dropped dead. People who stopped to rest were shot.

At the same time, the Young Turks created a “Special Organization,” which in turn organized “killing squads” or “butcher battalions” to carry out, as one officer put it, “the liquidation of the Christian elements.”

These killing squads were often made up of murderers and other ex-convicts. They drowned people in rivers, threw them off cliffs, crucified them and burned them alive. In short order, the Turkish countryside was littered with Armenian corpses.

Records show that during this “Turkification” campaign, government squads also kidnapped children, converted them to Islam and gave them to Turkish families. In some places, they raped women and forced them to join Turkish “harems” or serve as slaves. Muslim families moved into the homes of deported Armenians and seized their property.

Though reports vary, most sources agree that there were about 2 million Armenians in the Ottoman Empire at the time of the massacre. In 1922, when the genocide was over, there were just 388,000 Armenians remaining in the Ottoman Empire.

FACT: American news outlets have also been reluctant to use the word “genocide” to describe Turkey’s crimes. The phrase “Armenian genocide” did not appear in the New York Times until 2004.

Armenian Genocide Today

After the Ottomans surrendered in 1918, the leaders of the Young Turks fled to Germany, which promised not to prosecute them for the genocide. (However, a group of Armenian nationalists devised a plan, known as Operation Nemesis, to track down and assassinate the leaders of the genocide.)

Ever since then, the Turkish government has denied that a genocide took place. The Armenians were an enemy force, they argue, and their slaughter was a necessary war measure.

Today, Turkey is an important ally of the United States and other Western nations, and so their governments have been slow to condemn the long-ago killings. In March 2010, a U.S. Congressional panel voted to recognize the genocide. And on October 29, 2019, the U.S. House of Representatives passed a resolution that recognized the Armenian genocide.

However, little has changed in Turkey: Despite pressure from Armenians and social justice advocates throughout the world, it’s still illegal in Turkey to talk about what happened to Armenians during that era.

Explanatory Essay Model
Prompt: Explain various styles of shoes as well as reasons for their popularity.

The following example received a 6 Score. A score of “6” indicates that your essay satisfies the requirements of the writing prompt in a creative and original manner, using an obvious theme and thesis throughout. Your essay provides a clear and logical explanation and uses support material. Your ideas are articulated in a coherent fashion; there are precise examples; and the topic is developed in an interesting manner. Your essay is well reasoned, with a clear focus, a logical sequence of ideas, and transitional words and sentences. You demonstrate a sense of audience by using effective vocabulary, varied sentence structure, and fluid, sophisticated language that is essentially without errors.

1. Atticus Finch, a fictional character in Harper Lee's Pulitzer Prize-winning novel of 1960, To Kill a Mockingbird, said, “You never really understand a person until you consider things from his point of view … until you climb into his skin and walk around in it.” 2. Standing in a person's shoes is one of the first pieces of advice Atticus explains to his daughter, Scout, in the novel. 3. If Atticus were able to visit department stores today, he would see each store has its own shoe department offering a wide variety of shoe styles. 4. That department is very popular with shoppers. 5. Why? 6. Footwear protects feet against the adversities of the environment when the ground is too cold or too hot for people’s soles to withstand. 7. Also, shoes can prevent injuries. 8. However, whenever people walk into a shoe store, the variety of shoes can completely bamboozle people. 9. Nevertheless, an excellent shoe department can satisfy a customer’s desire for an assortment of shoes from sneakers to exquisite, though agonizing, shoes to boots.

1. Logically, shoes should protect and support the feet. 2. An example of such a shoe is the sneaker. 3. Originally an inexpensive canvas, rubber soled version of a leather oxford (a shoe with laces), the sneaker has become increasing popular and has supplanted the oxford for regular everyday use for many students and some adults. 3. Sneakers, like living things, have evolved and branched out. 4. They are now mostly made of leather and have much cushioning to minimize stress on the wearer’s joints. 5. They have become specialized into separate sneakers for walking, running, tennis, and basketball. 6. There are sneakers for aerobic classes, and for the eclectic exerciser, there are cross trainers. 7. There is justification for their popularity for they are comfortable and are engineered to properly support the foot during a particular activity. 8. It has also become acceptable to wear sneakers with street clothes because they just plain feel good. 9. An endorsement by a popular athlete spreads their appeal as well as increases their cost. 10. One of the first athletes to have his signature to a brand was Chuck Taylor, an American basketball player and basketball shoe salesman/product marketer, who is best known for his association with the iconic Chuck Taylor All-Stars, which he helped to improve and promote.11. From the pre-Chuck-Taylor days at Converse to the ever-recognizable Air Jordans and the revival of the Fila Disruptor — a shoe that gained momentum during the 2018 "ugly fashion" movement and is the go-to ugly sneaker for Gen-Z girls — it seems like there is always something new happening in the world of sneakers. 12. Shoppers are now willing to drop hundreds of dollars on sneakers, and people might need to spend even more in the future. Here are the most expensive Air Jordans to sell on StockX and Stadium Goods, where rare pairs have gone for as much as $20,000.

1. At the opposite end of the spectrum is a shoe style that is uncomfortable, harmful, and impractical. 2. These adjectives describe the women’s shoes with pointed toes and thin, high heels. 3. Doctors say that the pointed toes cause deformities of the feet, and the three to four inch heels are unstable and can cause back problems. 4. With so many negatives, why are these styles consistently popular? 5. Wearsers may admit that they are uncomfortable, but say that they are fashionable and that, in time, they get used to them. 6. Historically, people follow fashion, and here again, advertising preys upon this need to keep up with the current trends. 7. Probably the paramount reason for the wearing of shoes is fashion, and with fashionable shoes comes possible pain. 8. Fashion dictates what people should have on our feet. 9. Over the years as the shopping experience has become more and more ingrained into people’s psyches. and they are conditioned to purchase items as often as possible, shoes become a statement on who or what the person is. 10. Shoes can denote class status, wealth and fashion sense. Indeed, people may judge others depending on their shoe selection. 11. A lot of information can be read into the shoes people wear – whether accurate or not. 12. An
expensive excruciating shoe may mean the difference between gaining entry into an exclusive club and being left outside in a queue waiting to get in.

1. A shoe that can be totally practical, simply fashionable, or a combination of both, is the boot. 2. For cold or inclement weather, no footwear is as desirable as an insulated, rubber-soled boot. 3. Boots are popular because they are practical, long lasting, and a desirable fashion accessory. 4. However, there are boots whose entire function is fashion. 5. Yes, these boots have the same pointed toes and spiked heels as the shoes described above, but they are boots because the leather continues high on the leg. 6. Historically, shoe styles change, but there are some shoes that are comfortable as well as fashionable, like sandals and sneakers. 7. In addition, there are those styles some would consider fashionable but harmful to the feet or worse. 8. If the choice were between comfort or fashion, many people would probably risk discomfort in order to be fashionable. 9. An extreme example would be combat books or military boots designed to be worn by soldiers during combat, as opposed to during parades and ceremonial duties. 10. Then there is the cowboy boot, a specific style of riding boot which combines function with fashion. 11. They are normally made from cowhide leather but may be made from more exotic skins such as ostrich, anaconda, or elephant skins. 12. No matter for what use from wet or snowy weather walks to wilderness hikes or fashion statement, a boot is a special type of shoe.

1. Historically, shoe styles change, but there are some shoes that are comfortable as well as fashionable, like sandals and sneakers. 2. Of course, there are those styles some would consider fashionable but harmful to the feet or worse. 3. If the choice were between comfort or fashion, many people would probably risk discomfort in order to be fashionable. 4. On the other hand, the foot is a valuable part of the body and deserves good care during walking or running. 5. Certainly, the choice of wearing shoes---whether boots or sneakers or sensible high heels---over going barefoot can prevent foot problems.
<table>
<thead>
<tr>
<th>Introduction and Thesis/Claim X 5</th>
<th>First paragraph is catchy. Thesis is evident and has a point to be argued. That point is well stated. Topic sentences in body paragraphs clearly relate to the main idea (thesis/claim).</th>
<th>First paragraph has a weak &quot;grabber.&quot; Thesis/claim is mixed among many sentences and hard to piece together.</th>
<th>A catchy beginning was attempted but was confusing rather than catchy. Thesis/claim is not entirely apparent, although topic is evident.</th>
<th>No attempt was made to catch the reader's attention in the first paragraph. Thesis/claim is not apparent nor is the topic of the essay.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quotes and Support X 10</td>
<td>All facts/quotes presented in the essay are accurate and support/relate back to the thesis/topic sentence. Five quotes are present.</td>
<td>Almost all facts/quotes presented in the essay are accurate and occasionally support/relate back to the thesis/topic sentence. Four to five quotes are present.</td>
<td>Most facts/quotes presented in the story are accurate. Evidence is scattered and difficult to follow; writer does not prove thesis/topic sentence. Three to four quotes are present.</td>
<td>There are several factual/quotational errors in the essay. There is no real effort to make the piece cohesive. Three or fewer quotes are present.</td>
</tr>
<tr>
<td>Organization X 5</td>
<td>The essay is very well organized. There are five paragraphs. One idea or argument follows another in a logical sequence with clear transitions.</td>
<td>The essay is pretty well organized. Five paragraphs are evident. One idea may seem out of place. Clear transitions are used.</td>
<td>The essay is a little hard to follow. Paragraphs are unclear. The transitions are sometimes not clear.</td>
<td>Ideas seem to be randomly arranged. There is no effort at paragraph organization.</td>
</tr>
<tr>
<td>Syntax or Sentence Variation in Paragraphs X 10</td>
<td>The lead sentence captures the reader's attention. There is variety in sentence length. Using a key, the writer has highlighted and labeled the following: introductory participial phrase, two independent clauses separated by a semicolon, a compound sentence, an appositive phrase, an introductory prepositional phrase, an introductory adverb clause for a complex sentence, a sentence beginning with an adverb.</td>
<td>The lead sentence barely captures the reader's attention. There is variety in sentence length, but the writer only includes five of the required sentence variations. Using a key, the writer has highlighted and labeled five sentence variations.</td>
<td>The lead sentence does not capture the reader's attention. There is variety in sentence length, but the writer only includes three of the required sentence variations. Using a key, the writer has highlighted and labeled three sentence variations.</td>
<td>The lead sentence does not capture the reader's attention. There is little variety in sentence length; writer has not included a key identifying types of sentences, nor has the writer highlighted and labeled the required sentences.</td>
</tr>
<tr>
<td>Word Choice X 5</td>
<td>Vivid and lively verbs are used. (Forms of the verb to be are not overly used.) Imaginative and unusual adjectives are used (at least eight to ten examples). Word choice gives the writer a personality or voice. The writer is individualistic and writes to be read. Writer highlights and numbers adjectives.</td>
<td>Vivid and lively verbs are used. (Forms of the verb to be are not overly used.) At least five imaginative and unusual adjectives are used. Word choice gives the writer a personality or voice. The writer is trying to be individualistic and is trying to write to be read. Writer highlights and numbers adjectives.</td>
<td>An attempt at using vivid and lively verbs is evident. (Forms of the verb to be outweigh vivid and lively verbs.) There are only three imaginative and unusual adjectives. Writer is struggling with voice through word choice. Writer highlights and numbers only a few adjectives.</td>
<td>Vivid and lively verbs are not used. (Forms of the verb to be are used too much.) Imaginative and unusual adjectives are not used. Word choice does not give the writer a personality or voice. Writer has not highlighted and numbered adjectives. Jargon and clichés may be present and detract from the meaning.</td>
</tr>
<tr>
<td>Figurative Language X 5</td>
<td>The following figures of speech are in essay: metaphor, simile, and personification. Using a key, writer has highlighted and labeled all figures of speech. Using words with purpose, the writer invites the reader to visualize a mental image or picture.</td>
<td>The writer has included only two of the following figures of speech in the essay: metaphor, simile, and personification. Using a key, writer has highlighted and labeled all figures of speech. Using words with purpose, the writer invites the reader to visualize a mental image or picture.</td>
<td>The writer has included only one of the following figures of speech in the essay: metaphor, simile, and personification. There is no key identifying figures of speech. The writer struggles to invite the reader to visualize a mental image or picture.</td>
<td>There is no figurative language in the essay.</td>
</tr>
<tr>
<td>Grammar, Usage, and Mechanics X 5</td>
<td>There are no run-on sentences or comma splices, no sentence fragments. Subject and verbs are in agreement. Punctuation and capitalization are correct. Spelling is correct. The writer consistently uses correct verb tense in each paragraph.</td>
<td>The essay has two or three errors in grammar, usage, and mechanics.</td>
<td>The essay has four or five errors in grammar, usage, and mechanics.</td>
<td>The essay has more than five errors in grammar, usage, and mechanics.</td>
</tr>
<tr>
<td>Closing Paragraph X 5</td>
<td>Conclusion concisely restates thesis/claim main points, and includes an insightful final concluding thought on the topic.</td>
<td>Conclusion restates thesis/claim, main points, and includes a final concluding thought on the topic.</td>
<td>Conclusion vaguely restates thesis/claim, main points, and includes a weak final unoriginal final thought.</td>
<td>Paper does not contain a conclusion or conclusion is not apparent to reader.</td>
</tr>
</tbody>
</table>

Student________________ Class_________ Possible Points:200
Divide score by 200 Grade: ______________________
ASSIGNMENT
THE TEN STAGES OF GENOCIDE

Based on your reading, provide an example for each stage of genocide below from the Armenian Genocide that describes that stage.

1. CLASSIFICATION

All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. If societies are too segregated (divided) they are most likely to have genocide.

Example from the Armenian Genocide:

2. SYMBOLIZATION

We give names or other symbols to the classifications of ethnicity, race, religion, or nationality. We name people “Jews" or "Gypsies", or distinguish them by colors or dress; and apply them to members of groups. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the next stage, dehumanization. When combined with hatred, symbols may be forced upon unwilling members of minority groups: the yellow star for Jews under Nazi rule, the blue scarf for people from the Eastern Zone in Khmer Rouge Cambodia.

Example from the Armenian Genocide:
3. DISCRIMINATION

Example from the Armenian Genocide:

4. DEHUMANIZATION

Dehumanization is when one group treats another group as second class citizens. Members of a persecuted group may be compared with animals, parasites, insects or diseases. When a group of people is thought of as “less than human” it is easier for the group in control to murder them.

Example from the Armenian Genocide:
5. ORGANIZATION

Genocide is always organized, usually by the state, though sometimes informally or by terrorist groups. Special army units or militias are often trained and armed. Plans are made for genocidal killings.

*Example from the Armenian Genocide:*

6. POLARIZATION

Extremists drive the groups apart. Hate groups broadcast propaganda that reinforces prejudice and hate. Laws may forbid intermarriage or social interaction between the groups. Extremist terrorism targets moderates, and intimidates them so that they are silent. Moderate leaders are those best able to prevent genocide and they are often the first to be assassinated.

*Example from the Armenian Genocide:*
7. PREPARATION

 Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up.

*Example from the Armenian Genocide:*

8. PERSECUTION

*Example from the Armenian Genocide:*
9. EXTERMINATION

Extermination begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human. When it is sponsored by the state, the armed forces often work with militias to do the killing.

Example from the Armenian Genocide:

10. DENIAL

Denial is the eighth stage that always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile. Leaders of the genocide continue to deny the crime unless they are captured and a tribunal (special court) is established to try them.

Example from the Armenian Genocide:
Free write and do not stop for anything. Go quickly without rushing. Never stop to look back to cross something out, to wonder how to spell something, to wonder what word or thought to use, or think about what you are doing.

Free writing is a form of creativity in a space where we don’t think we’re working. Free writing is one of the best ways into that magical space.

**Do not worry about grammar or punctuation or sentence structure or even making sense.**

Free writing is not journal writing when you record or examine your thoughts, feelings, and experiences.

The mechanics of free writing are simple: Choose a time limit, put your pencil to the and don’t stop until your time is up. You can start with any thought or phrase. Don’t try too hard to choose your subject matter; it will choose you. Don’t worry about the quality of what you’re writing. The most important thing is to keep going, even if you have to write the same sentence over and over again until something new arrives.

Johann Sebastian Bach – “Brandenburg Concertos”
https://www.youtube.com/watch?v=V7oujd9djk
https://www.youtube.com/watch?v=QLj_gMBqHX8

Ludwig van Beethoven – “Moonlight Sonata”
https://www.youtube.com/watch?v=4Tr0otuiQuU

Leonard Bernstein – “America”
https://www.youtube.com/watch?v=lsVOAR7Y1N0

Frederic Chopin – “Piano Concerto No. 1 e-minor” (7)
https://www.youtube.com/watch?v=2bFco65szAP0

Aaron Copeland --- “Rodeo”
https://www.youtube.com/watch?v=du4DrdGp9vM

Aaron Copland – ”Appalachian Spring”
https://www.youtube.com/watch?v=xDRWdNn_nLk

Copland – “Fanfare for the Common Man”
https://www.youtube.com/watch?v=FLMVB0B1 Ts

Franz Schubert---“Ave Maria”
https://www.youtube.com/watch?v=OY0-VNKgLwU

https://www.youtube.com/watch?v=S8aeUE89cT8
George Gershwin – “Rhapsody in Blue”
https://www.youtube.com/watch?v=hbA2JHDHG34

George Gershwin – “An American in Paris”
https://www.youtube.com/watch?v=xExJRwDM1H4

George Frideric Handel – “Messiah” – “Hallelujah Chorus”
https://www.youtube.com/watch?v=IUZErVbJT5c

Justin Hurwitz/Benj Pasek and Justin Paul – “The Fools Who Dream” La La Land
https://www.youtube.com/watch?v=SXsqYs1I_JY

Alan Menken/Howard Ashman – “Friend Like Me” from Aladdin
https://www.youtube.com/watch?v=99Op1TaXmCw

Wolfgang Amadeus Mozart --
“Clarinet Conerto in A Major, K. 622)”
https://www.youtube.com/watch?v=YT_63UntRJE

Giacomo Puccini – Madame Butterfly (3:42)
https://www.youtube.com/watch?v=sLcbF9ypmM

Sergei Rachmaninoff – “Piano Conerto No. 3”
https://www.youtube.com/watch?v=1TJvJXYWDYw

“Little Red Riding Hood (Etude Tableau Op. 39 No.6)”
https://www.youtube.com/watch?v=wXmL55DwuaQ

Maurice Ravel – “Bolero”
https://www.youtube.com/watch?v=r30D3SW4OVw

Nikolai Rimsky-Korsakov

Sousa – “Liberty Bell March”
https://www.youtube.com/watch?v=ov1kjYyPwWk

Pyotr Ilyich Tchaikovsky – “The Nutcracker”
https://www.youtube.com/watch?v=7U_gpW1J4LM

“1812 Overture”
https://www.youtube.com/watch?v=VbxaY1cNxE8

Marc Shaiman/Shaiman and Scott Wittman – “The Place Where Things Go”
Igor Stravinsky – “The Rite of Spring” (29)

John Williams – E. T. the Extra Terrestrial, “Adventure on Earth”

John Williams – Star Wars, Episode IV: A New Hope

Pierre-Auguste Renoir -- Two Sisters

“Finding Nemo” for free write: https://www.youtube.com/watch?v=OpgWbXthMIQ
Schedule for English Student

Name _____________________________________________ Date __________

Use Activity List to plan.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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Today I accomplished:


Tomorrow I plan to:


I reflected on the following:


I need a mini-lesson (help) on:

Place your request in the In Box before you leave class.

Word Wall

Students: Use the word wall as a reference in finding interesting words for writing and conversation.

Create a personal portable word wall in the vocabulary section of your three-ring notebook to assist you in learning new words. Draw 26 boxes, one for each letter of the alphabet. Post words from the classroom word wall as well as new words you learn during your reading.

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<td>together, with</td>
<td>synthetic (artificial), photosynthesis</td>
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<td>far</td>
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<td>heliotrope (flower that turns toward the sun), tropical</td>
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<td>tranquil, requiem, acquit</td>
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<td>scrib, script</td>
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<td>sens</td>
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<td>to see</td>
<td>video, vivid, invisible</td>
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How to Annotate Text While Reading

What is annotation? Annotation is a close reading technique that includes making your own marks in the text. (e.g., highlighting, underlining, circling, stars, questions.) Annotation is about making the text your own. When you are annotating, your notes should represent your thoughts and your inner action with the story, the author, and the characters. Listen to your inner voice as you read. Annotating text is a skill that you will develop more and more if you do it more and more.

If you are reading a text on your tablet or iPad, you can still annotate. There are so many apps that allow you to circle or highlight. Search for “annotation app,” and you will find a bunch. iAnnotate.pdf is a good one, but you have to pay for it.

We will practice, using “Marginalia” by Billy Collins on the overhead projector.

Each of you has a Xerox of poem to use for annotation and margin notes.

1. You need a pencil, a highlighter, and Post-its.

2. Read everything at least twice.

   The first time, read quickly to get a sense of what the text is about.

   The second and subsequent times read carefully.

1. Mark anything that you think is:

   A. confusing,
   B. interesting
   C. surprising, or
   D. important.

   Mark anything that is unfamiliar and keep going.

2. Begin to annotate.

Ways to Annotate

Look for poetic devices to help achieve meaning, for example, metaphor, imagery, enjambment, metonymy, allusion, meter, parallelism.
Enjambment, derived from the French word *enjambment*, means to step over, or put legs across. In poetry it means moving over from one line to another without a terminating punctuation mark. It can be defined as a thought or sense, phrase, or clause in a line of poetry that does not come to an end at the line break, but moves over to the next line.

There are fifteen basic punctuation marks in English grammar. These include the period, comma, exclamation point, question mark, colon, semicolon, bullet point, dash, hyphen, parenthesis, bracket, brace, ellipsis, quotation mark, and apostrophe.

Metonymy is a figure of speech that replaces the name of a thing with the name of something else with which it is closely associated. For example, the word “crown” is used to refer to power or authority is a metonymy. I Examples of metonymy in everyday life:

- “The pen is mightier than the sword.” (*Pen* refers to written words, and *sword* to military force.)
- “The Oval Office was busy in work.” (*The Oval Office* is a metonymy, as it stands for people who work in the office.)
- “Let me give you a hand.” (*Hand* means help.)

Think about the connections between this text and other texts you have read, information from other classes, and personal experiences.

Circle unknown words and look up the definitions. Try first to define from context. If word still troubles you, look up in a dictionary and write down definition. Also, you can use dictionary.com if you are using your Chromebook.

Put an exclamation point next to something dramatic or surprising or key turning points or something you want to come back to.

Highlight character names the first time they are introduced.

Keep a running list of characters and their traits in the reading section of your binder. Add to this list as you learn more about the characters.

Give each chapter, story, poem, or article a title with a summary statement, even if it already has one. Title=main idea. If there is a title, chances are the title is a catchy one and not helpful.

Write down questions as they arise. No question is too small. Questions could be the type you will find the answer to once you read further or questions you want to discuss in class. Any time you are reading and you say out loud or think, “What?” put a question mark next to that passage.

Put a star next to any text that you think is important such as symbols or foreshadowing.
Paraphrase (a technique for summarizing) each chapter right after your read it. Write only a few sentences.
Take time to do this right after you read the chapter, story, article, or poem.

Use Post-its.

Has the following ever happened to you?

Frequently complain that you don’t remember what you read. When you get to the bottom of a page of text, you realize you had no clue about what you had just read.

Post-its can help you stay engaged with the reading, find it more pleasurable, and effectively remember what you read.

Using Post-its, you can read with purpose. For example, activating prior knowledge, making predictions, and relating the book to your lives promotes your reading comprehension and memory.

Here follows a list of prompts to use when reading and using Post-it notes. In these prompts, you will address the text directly by calling it “you” as though you are having a conversation with it.

To be completed before reading for prediction and preview:

• I think you’ll be telling me...
• I already know things about you, so I predict...
•

To be completed after briefly skimming the assigned pages:

• What does the heading for this section suggest about what will come?

To be completed during reading as a response to what is read:

• You’re similar to what I’ve learned before, because you remind me of...
• This is not what I expected, which was...
• This gives me an idea for...
• I want to know more about...
• This information could be useful to me because I’m interested in...

Keep the writing on the sticky notes short.
Use sticky notes in class for discussion after the reading,
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<td>Summary:</td>
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# Proofreading and Editing Symbols

Proofreading symbols are used to identify mistakes and to state the needed correction. Listed below are the most common proofreading symbols, along with explanation and examples of each.

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<tr>
<th>Symbol</th>
<th>Explanation of the Symbol</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>$</strong></td>
<td>Begin a new paragraph</td>
<td>He explained the rules of Henderson middle School great skiing trips in the Winter</td>
</tr>
<tr>
<td><strong>≡</strong></td>
<td>Capitalize a lowercase letter</td>
<td>My friend Joe has a new green car.</td>
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<tr>
<td><strong>/</strong></td>
<td>Use a lowercase letter</td>
<td>Some body will help you soon.</td>
</tr>
<tr>
<td><strong>Λ or V</strong></td>
<td>Insert a missing word, letter, or punctuation mark</td>
<td>Joy gave two too many reasons.</td>
</tr>
<tr>
<td><strong>≤</strong></td>
<td>Close up space</td>
<td>Joy gave two too many reasons.</td>
</tr>
<tr>
<td><strong>≠</strong></td>
<td>Delete and close up</td>
<td>Joy gave two too many reasons.</td>
</tr>
<tr>
<td><strong>–</strong></td>
<td>Delete a word, letter, or punctuation mark</td>
<td>Joy gave two too many reasons.</td>
</tr>
<tr>
<td><strong>SP</strong></td>
<td>Spell out</td>
<td>the 30 inches of fabric</td>
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<tr>
<td><strong>∩</strong></td>
<td>Change the order of words</td>
<td>In the rush of leaving, he forgot</td>
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<tr>
<td><strong>μ</strong></td>
<td>Move the circled words to the place marked by the arrow (write tr in the margin.)</td>
<td>The young boys threw the cows over the fence some hay.</td>
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<tr>
<td><strong>•</strong></td>
<td>Add a period</td>
<td>The problem was easily solved.</td>
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<tr>
<td><strong>,</strong></td>
<td>Add a comma</td>
<td>Well, I'll give it a chance.</td>
</tr>
<tr>
<td><strong>#</strong></td>
<td>Add a space</td>
<td>Toni used the money to start</td>
</tr>
<tr>
<td><strong>:</strong></td>
<td>Add a colon</td>
<td>The letter read: &quot;Dear Mr. Yen&quot;</td>
</tr>
<tr>
<td><strong>;</strong></td>
<td>Add a semicolon</td>
<td>I'll help you now; it's not hard.</td>
</tr>
<tr>
<td><strong>―</strong></td>
<td>Add a hyphen</td>
<td>lives on Twenty-third Street</td>
</tr>
<tr>
<td><strong>'</strong></td>
<td>Add an apostrophe</td>
<td>Jonathan's new computer</td>
</tr>
<tr>
<td><strong>‘</strong></td>
<td>Insert quotation marks</td>
<td>Sally said, Good morning.</td>
</tr>
<tr>
<td><strong>stet</strong></td>
<td>The stet in the margin means &quot;stay;&quot; let marked text stay as written. Place three dots under original text.</td>
<td>My father was rather angry at . . .</td>
</tr>
</tbody>
</table>
A Five-Paragraph Essay That Deals with Different Texts and Videos.

*Scope Scholastic*

April 2017 issue

You will write an argumentative essay that considers information in one video and two short texts.

**Opening Paragraph**
Include at least five sentences.

- Grab the reader’s attention!
- What is the RST topic?
- The video and two article titles and authors need to be mentioned.
- Do NOT say, “I think…I feel…I believe…”
- Do not use the pronoun “I” or the indefinite pronoun “You.”
- Include a thesis statement/claim

Example thesis statement/claim:
Longer school days have multiple advantages such as Reason #1, Reason #2, and Reason # 3.

or

Starting school later for teens has advantages such as Reason #1, Reason #2, and Reason # 3.

___________________________________________

**Body Paragraphs**

Three Sources
Give each paragraph a different reason from the videos and text.

Give three pieces of evidence from the video and articles for each paragraph that support the reason. Explain your quotes. You need to tell how your evidence/quotes prove your answer.

___________________________________________

Follow the following roadmap to write your five-paragraph argumentative essay.
Depending on your position, you must pull Reason #1 from one of the following two videos.

*Why School Should Start Later for Teens*

or

*How a Longer School day Can Improve Academics*

Next, pull two pieces of evidence/quotes from the video to use.

Here is your chance to explain your quotes.

- This fact shows….
- This evidence means…
- This information proves…
- The author is suggesting…
Everyone must pull his or her Reason # 2 from
“Should the school day be longer?” by Tod Olson

Next, pull two pieces of evidence/quotes from Olson’s article to use.

Depending on your position, pull your Reason #3 from one of the following:

- “For Us, More Time is Critical”
- “Kids Who Spend All Day in School”

or

- “Let Students Sleep”
- “Want a longer school day? Pay up”

Conclusion
Include at least five sentences.
Tell readers what your already told them but in different words.
Do not use:
- To conclude,
- In conclusion, or
- To sum up,

Restate thesis statement/claim.
Restate main points.
Give a strong concluding statement, a zinger, for example:

Students should not be expected to put in an eight-hour workday five days a week.

or

Longer school days make students smarter.

In formal essays, writers do not use contractions. For example, instead of didn’t, the writer would write did not.
Watch one of the following videos and take notes.

*Why School Should Start Later for Teens video*
[https://www.ted.com/talks/wendy_troxel_why_school_should_start_later_for_teens/transcript?language=en](https://www.ted.com/talks/wendy_troxel_why_school_should_start_later_for_teens/transcript?language=en)

*How a Longer School Day Can Improve Academics*
[https://www.youtube.com/watch?v=GEzS1jPfpUE](https://www.youtube.com/watch?v=GEzS1jPfpUE)

Next, read the article below.

Article: “Should the School day Be Longer?” by Tod Olson

Next, choose another article from below to read, depending on your position.

Choose one text for “Yes.”

*Access URL for all four articles at:*

**Guiding Question:** How could this information be used to strengthen the argument that the school day SHOULD be extended?

- “For Us, More Time is Critical”
- “Kids Who Spend All Day in School”

Choose one text for “No.”

**Guiding Question:** How could this information be used to strengthen the argument that the school day SHOULD NOT be extended?

- “Let Students Sleep”
- “Want a longer school day? Pay up”

egagevian
hohokus70

Write an Argument Essay/RST

Directions: Read “Should the School Day Be Longer?” Follow the steps below.
STEP 1: Decide What You Think

Should the school day be longer? Consider what you read in the articles. Check the box next to the point of view you will argue in your essay and then write points to support your position.

☐ Yes! What a genius idea!  ☐ No! What a terrible idea!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

STEP 2: Gather Support for Your Opinion

Which points support your opinion? What other information supports your position? List at three supporting details on the lines below.

Here’s an example: If you think the school day should be longer, one of your supporting details might be: “The standard American school schedule dates back to the late 1800s . . . Students in rural areas need to be home in the summer and the afternoon to help out in the fields.”

1.________________________________________________________________________________________
2.________________________________________________________________________________________
3.________________________________________________________________________________________
STEP 3: Acknowledge the Other Side
If you think the school day SHOULD NOT be longer, summarize the strongest arguments of people who disagree. If you think the school day SHOULD be longer,
summarize the main reasons some people think the length of the school day should stay the same.

Step 4: Craft Your Thesis/Claim
The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

Your thesis/claim:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Step 5: Write Your Hook
The very beginning of your essay is called the hook because it “hooks” your readers’ attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

1. An anecdote (a very short story): Describe what it’s like to return home after school. Are you exhausted and in need of a break? Or do you feel like you could keep learning?
2. A surprising fact: Find a fact that will raise your readers’ eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
3. A rhetorical question (a question to which you don’t expect an answer): Ask your readers a question that reflects your point of view. Here’s one way you could structure your question: “Will extending the school day really ________?”
4. A quote: Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Step 6: Summarize the Issue
Let readers know a little about the issue you will be writing about. This is not your point of view; it’s a brief summary of the issue. Finish the summary of the issue about whether to extend the school day on the lines below.

People have different points of view on the length of the school day in America. Some people think that the school day should be

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

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________________________________________________________________________________________

Step 7: Start Writing
Follow outline for an argumentative essay.

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________________________________________________________________________________________

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_______________________________________________________________________________________
Directions: Use the outline below to write your essay. You will use what you wrote earlier.

**Introduction**
Open with your hook from Step 5.

Refer to your list of transitions for some ways to link your ideas.

Write your summary of the issue from Step 6.

Finish your thesis from Step 4.

---

**Body Paragraphs---Paragraph 2 and 3**
Now write your support points from Step 2. For each one, write at least three sentences that provide additional details.

---

**Paragraph 4**
Acknowledge the Other Side
Counterclaim and Rebuttal
Some people might say…..

Use what you wrote in Step 3, and then explain why you think the opposing point of view is wrong. Finish your paragraph with your last support point from Step 2. Write at least three sentences that provide additional details.

**Paragraph 5**
Conclusion

---

**Read and Revise**
Use Argument-Essay Checklist to evaluate and edit what you have written.

---

Argument-Essay Checklist
Directions: Use this guide to check your essay.

Introduction
✓ Does the first sentence grab readers’ attention?
✓ Does the first paragraph provide a general overview of the essay’s topic?
✓ Does the first paragraph include a thesis statement that strongly and clearly states your point of view?
  Does the thesis clue readers in as to what the essay is going to be about?

Body Paragraphs
✓ Do they contain a total of at least three points that support the thesis?
✓ Do they provide details to further explain each of the supporting points?
✓ Are the supporting points presented in order from weakest to strongest?
✓ Do you acknowledge an opposing point of view and then explain why you think it isn’t strong enough to change your point of view?

Conclusion
✓ Does the last paragraph remind readers of the main points of the essay, without going into too much detail and repeating everything readers just read?
✓ Is the conclusion free of new information (such as another supporting point)?
✓ Does the last sentence leave readers with a strong final impression?

General

Does one idea flow smoothly into the next?
✓ Do the sentence structures and lengths vary?
✓ Does every sentence relate to the thesis?
✓ Does everything make sense?
✓ Is the essay convincing?
✓ Are the grammar, punctuation, and spelling correct?

Family’s Permission Slip
This trimester your child may choose a narrative nonfiction book to read. Your child, _____________________________________________________, has elected to read _____________________________________________________.

Please discuss the content of this book with your child and sign this permission slip to let me know that you give permission for your child to read this book. Your child should bring the book to school every day to use as an anchor book.

Sincerely,

Dr. Quigley

_______ I give permission for my child to read

<table>
<thead>
<tr>
<th>Title of Book</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent’s (or Guardian’s) Signature | Date

Analytical/Explanatory/Informative Writing Graphic Organizer
Prompt:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

__________________________

Name: ______________________________________

Claim/Essay’s Main Idea

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Paragraph 1---Introduction---Five to Eight Sentences
Paragraph 2, Body---Eleven Sentences

Main Idea/Topic Sentence:
Supporting Detail 3/Evidence:
Supporting Detail 2/Evidence:


Supporting Detail 3/Evidence:


Paragraph 4, Body---Eleven Sentences

Main Idea/Topic Sentence:

Supporting Detail 1/Evidence:
Supporting Detail 3/Evidence:
Paragraph 5, Conclusion---Five Sentences, Minimum

<table>
<thead>
<tr>
<th>Concluding Thought. Bring closure to the essay. Briefly restate the main idea without repeating the exact words in the introduction. May end with a strong statement or an appeal to the emotions. May start with: All in all…Clearly…In conclusion…. To sum up…You can close with a question…. something funny…an interesting fact.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform…</td>
</tr>
<tr>
<td>In conclusion…</td>
</tr>
<tr>
<td>All in all…</td>
</tr>
<tr>
<td>Clearly…</td>
</tr>
<tr>
<td>Informative Writing Rubric</td>
</tr>
<tr>
<td>77</td>
</tr>
<tr>
<td>Category</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Introduction and Thesis/Claim</strong></td>
</tr>
<tr>
<td>First paragraph is catchy. Thesis/claim is evident and has a point to be argued. That point is well stated. Topic sentences in body paragraphs clearly relate to the main idea (thesis/claim).</td>
</tr>
<tr>
<td>First paragraph has a weak &quot;grabber.&quot; Thesis/claim is mixed among many sentences and hard to piece together.</td>
</tr>
<tr>
<td>A catchy beginning was attempted but was confusing rather than catchy. Thesis/claim is not entirely apparent, although topic is evident.</td>
</tr>
<tr>
<td>No attempt was made to catch the reader's attention in the first paragraph. Thesis/claim is not apparent nor is the topic of the essay.</td>
</tr>
<tr>
<td><strong>Quotes and Support X10</strong></td>
</tr>
<tr>
<td>All facts/quotes presented in the essay are accurate and support/relate back to the thesis/topic sentence. Five quotes are present.</td>
</tr>
<tr>
<td>Almost all facts/quotes presented in the essay are accurate and occasionally support/relate back to the thesis/topic sentence. Four to five quotes are present.</td>
</tr>
<tr>
<td>Most facts/quotes presented in the story are accurate. Evidence is scattered and difficult to follow; writer does not prove thesis/topic sentence. Three to four quotes are present.</td>
</tr>
<tr>
<td>There are several factual/quotation errors in the essay. There is no real effort to make the piece cohesive. Three or fewer quotes are present.</td>
</tr>
<tr>
<td><strong>Organization X5</strong></td>
</tr>
<tr>
<td>The essay is very well organized. There are five paragraphs. One idea or argument follows another in a logical sequence with clear transitions.</td>
</tr>
<tr>
<td>The essay is pretty well organized. Five paragraphs are evident. One idea may seem out of place. Clear transitions are used.</td>
</tr>
<tr>
<td>The essay is a little hard to follow. Paragraphs are unclear. The transitions are sometimes not clear.</td>
</tr>
<tr>
<td>Ideas seem to be randomly arranged. There is no effort at paragraph organization.</td>
</tr>
<tr>
<td><strong>Syntax or Sentence Variation in Paragraphs X10</strong></td>
</tr>
<tr>
<td>The lead sentence captures the reader’s attention. There is variety in sentence length. Using a key, the writer has highlighted and labeled the following: introductory participial phrase, two independent clauses separated by a semicolon, a compound sentence, an appositive phrase, an introductory prepositional phrase, an introductory adverb clause for a complex sentence, a sentence beginning with an adverb.</td>
</tr>
<tr>
<td>The lead sentence captures the reader’s attention. There is variety in sentence length, but the writer only includes five of the required sentence variations. Using a key, the writer has highlighted and labeled five sentence variations.</td>
</tr>
<tr>
<td>The lead sentence barely captures the reader’s attention. There is variety in sentence length, but the writer only includes three of the required sentence variations. Using a key, the writer has highlighted and labeled three sentence variations.</td>
</tr>
<tr>
<td>The lead sentence does not capture the reader’s attention. There is little variety in sentence length; writer has not included a key identifying types of sentences, nor has the writer highlighted and labeled the required sentences.</td>
</tr>
<tr>
<td><strong>Word Choice X5</strong></td>
</tr>
<tr>
<td>Vivid and lively verbs are used. (Forms of the verb to be are not overly</td>
</tr>
<tr>
<td>Vivid and lively verbs are used. (Forms of the verb to be are not</td>
</tr>
<tr>
<td>An attempt at using vivid and lively verbs is evident. (Forms of the verb to be are used</td>
</tr>
</tbody>
</table>
**Peer Editing Checklist, Informative Essay**

<table>
<thead>
<tr>
<th>Figurative Language X5</th>
<th>Grammar, Usage, and Mechanics X5</th>
<th>Closing Paragraph X5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following figures of speech are in essay: metaphor, simile, and personification. Using a key, writer has highlighted and labeled all figures of speech. Using words with purpose, the writer invites the reader to visualize a mental image or picture.</td>
<td>There are no run-on sentences or comma splices, no sentence fragments. Subject and verbs are in agreement. Punctuation and capitalization are correct. Spelling is correct. The writer consistently uses correct verb tense in each paragraph.</td>
<td>Conclusion concisely restates thesis/claim main points, and includes an insightful final concluding thought on the topic.</td>
</tr>
<tr>
<td>The writer has included only two of the following figures of speech in the essay: metaphor, simile, and personification. Using a key, writer has highlighted and labeled all figures of speech. Using words with purpose, the writer invites the reader to visualize a mental image or picture.</td>
<td>The essay has two or three errors in grammar, usage, and mechanics.</td>
<td>Conclusion restates thesis/claim, main points, and includes a final concluding thought on the topic.</td>
</tr>
<tr>
<td>The writer has included only one of the following figures of speech in the essay: metaphor, simile, and personification. There is no key identifying figures of speech. The writer struggles to invite the reader to visualize a mental image or picture.</td>
<td>The essay has four or five errors in grammar, usage, and mechanics.</td>
<td>Conclusion vaguely restates thesis/claim, main points, and includes a weak final unoriginal final thought.</td>
</tr>
<tr>
<td>There is no figurative language in the essay.</td>
<td>The essay has more than five errors in grammar, usage, and mechanics.</td>
<td>Paper does not contain a conclusion or conclusion is not apparent to reader.</td>
</tr>
</tbody>
</table>

Name _________________________________ 
Score: _______  Possible points: 200

Divide total by 200  Grade: ______________

---

used.) Imaginative and unusual adjectives are used (at least eight to ten examples). Word choice gives the writer a personality or voice. The writer is individualistic and writes to be read. Writer highlights and numbers adjectives. 

overly used.) At least five imaginative and unusual adjectives are used. Word choice gives the writer a personality or voice. The writer is trying to be individualistic and is trying to write to be read. Writer highlights and numbers adjectives. 

verb to be outweigh vivid and lively verbs.) There are only three imaginative and unusual adjectives. Writer is struggling with voice through word choice. Writer highlights and numbers only a few adjectives. 

too much.) Imaginative and unusual adjectives are not used. Word choice does not give the writer a personality or voice. Writer has not highlighted and numbered adjectives. Jargon and clichés may be present and detract from the meaning. 

The following figurative language X5

The following figures of speech are in essay: metaphor, simile, and personification. Using a key, writer has highlighted and labeled all figures of speech. Using words with purpose, the writer invites the reader to visualize a mental image or picture. 

The writer has included only two of the following figures of speech in the essay: metaphor, simile, and personification. Using a key, writer has highlighted and labeled all figures of speech. Using words with purpose, the writer invites the reader to visualize a mental image or picture. 

The writer has included only one of the following figures of speech in the essay: metaphor, simile, and personification. There is no key identifying figures of speech. The writer struggles to invite the reader to visualize a mental image or picture. 

There is no figurative language in the essay. 

Grammar, Usage, and Mechanics X5

There are no run-on sentences or comma splices, no sentence fragments. Subject and verbs are in agreement. Punctuation and capitalization are correct. Spelling is correct. The writer consistently uses correct verb tense in each paragraph. 

The essay has two or three errors in grammar, usage, and mechanics. 

The essay has four or five errors in grammar, usage, and mechanics. 

The essay has more than five errors in grammar, usage, and mechanics. 

Closing Paragraph X5

Conclusion concisely restates thesis/claim main points, and includes an insightful final concluding thought on the topic. 

Conclusion restates thesis/claim, main points, and includes a final concluding thought on the topic. 

Conclusion vaguely restates thesis/claim, main points, and includes a weak final unoriginal final thought. 

Paper does not contain a conclusion or conclusion is not apparent to reader. 

---
Directions: Be sure to follow any directions given within a question. If you answer “no” to any of the questions, write a comment giving a suggestion about correcting the problem.

Does the paper have the minimum number of paragraphs necessary? Place an “X” on this sheet as you find the paragraphs. In the comment box, write suggestions for improving at least one of the paragraphs. Do not leave the comment section blank.

_____ Introduction

_____ 1st body paragraph

_____ 2nd body paragraph

_____ 3rd body paragraph

_____ Conclusion

Comments:

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________
Does each paragraph have the correct minimal number of sentences?

_____ Introduction --- five sentences

_____ 1st body paragraph---eleven sentences

_____ 2nd body paragraph---eleven sentences

_____ 3rd body paragraph---eleven sentences

_____ Conclusion---five sentences

If the answer is “no,” give a suggestion on the essay for at least one paragraph that does not have enough sentences.

Suggest a creative title for the paper. If the title is already creative, explain here what makes it creative.

____________________________________________________________________

____________________________________________________________________

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Does the introduction catch your interest? Why or why not? Be specific.

____________________________________________________________________

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____________________________________________________________________
What is the author’s main idea (thesis/claim)? Does the paper clearly support the thesis/controlling idea/claim?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Are the sentences varied in length and structure? Did the writer use semicolons or a comma/conjunction to combine sentences?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Change three words in the paper to make the vocabulary level higher. (Use a thesaurus to do this appropriately, if need be.)

1. _____________________________________ instead of _________________________________

2. _____________________________________ instead of _________________________________

3. _____________________________________ instead of _________________________________

Mark any sentence fragments or run-on sentences you find. Don’t correct them, though. That’s the author’s responsibility.

Mark any spelling errors you notice. Circle the words, but don’t correct them. That’s the author’s responsibility.

Are any of the paragraphs confusing? List the paragraph number of any confusing paragraphs, and explain what makes the paragraph confusing.

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Student Sample: Informative/Explanatory
This essay was produced for an on-demand assessment. Students were told to write about a character in a work of literature whose pride or selfishness creates problems. The abbreviated time frame of the assessment situation (and the consequent lack of opportunity to revise) explains the absence of information and quotations from researched sources and perhaps the occasional spelling errors as well or mechanical error.

*Animal Farm*

In the novel, *Animal Farm*, by George Orwell, there is one very particular character whose pride and selfishness create problems. This character had good ideas in the beginning. However, as time went on, his true self-interest began to shine through. This character started a free republic of animals and turned it into a plantation that used animals as slaves. He never did have enough and always wanted more, regardless of the price that others had to pay. This character whose pride and selfishness creates problems is none other than the great leader of Animal Farm himself, comrade Napoleon [Napoleon], the pig.

Comrade Napoleon is a powerful authority on Animal Farm. In fact he is the leader of Animal Farm and a high strung leader at that. After Old Major died, Napoleon lived upon Old Major’s ideas. Napoleon lead all the animals to rebellion so that Manor Farm ceased to exist, and Animal Farm was born. In the first year, he even worked the fields and helped bring in their biggest harvest ever. Little did the animals know, but he would soon change. Eventually the animals started receiving less food because Napoleon needed more food to power his “large” brain. Later, he goes and runs off his successor, Snowball, so he can have the whole farm to himself. Then he stopped working the fields. He started taking young animals and selling them or using them for his own use. He stopped sleeping in the hay and slept in the farmhouse instead. Finally, he took away half the grain fields so he could plant barley to make himself beer. This Napoleon was a power hungry, selfish individual for sure.

Being power hungry always causes problems, and boy did Napoleon cause problems. The animals had received so little food that many were starving, you could see their bones, and some even died of starvation. Napoleon’s lack of work meant the animals had to work harder, and it wasn’t easy on an empty stomach. Many animals would break their legs or hoofs but would continue to work. The lack of new workers due to Napoleon’s selling them off, meant that nobody could retire, and one old animal even died in the fields.
Snowball was a great teacher for the animals, and now that he was gone, they lacked education. Then with finally only half of the fields being productive for food, the animals starved even more and worked harder to make beer that they never saw. Not to mention that they had to sleep on a dirt floor while the lazy Napolean slept in his nice comfortable bed. His selfishness had deffeinately created problems.

Napolean’s experience had changed the farm drastically. He thought things were getting better while the animals knew they were only getting worse. After the rebellion, many humans disliked Animal Farm and the animals disliked humans. Nopoleans’s selfish ways were much like those of a farmer. So eventually as Napolean became more “human,” the town’s people began to like him. Napolean could care less about his animals, just so long as he was on good terms with the humans. By the novel’s end, Napolean is great friends with every human in town. However, his animal slaves are no longer happy as they once were. They still hate humans which means now, they hate Napolean. So due to Napolean’s pride, the story has changed its ways from start to finish. He has turned friends into foe and foe into friends, but at great cost.

In the novel, Comrade Napolean is a character whose pride and selfishness creates problems. The starving animals have suffered greatly because of their leader’s pride. On the other hand, Napolean has gained great success through his selfishness. Unfortunately, that’s just the way it is. Having pride presents problems. Even if they are little problems, it’s still due to pride. Now, if Napolean had pride in his farm rather than in himself, well then maybe the humans would have hated him, but he would still have his true friends on four legs. However, he chose to follow a different path, and he burned those bridges along the way. Unfortunately, Napolean’s pride and selfishness created problems for the animals, but someday, pride and selfishness will create problems for him.
Argument Writing Organizer

**Hook:**
________________________________________________________________________

**Intro/Background (Just the facts):**
________________________________________________________________________
________________________________________________________________________

**Topic (Prompt):**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Audience (who cares):**
________________________________________________________________________

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Circle yes or no (the side you choose) and the 3 best reasons on that side.
1. Your Claim:

**Topic Sentence (Must include a list of your 3 best reasons.)**

____________________________________________________________

____________________________________________________________

Reason Transitions:

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Additionally</th>
<th>One important</th>
<th>Equally important</th>
<th>Most important</th>
<th>A significant</th>
<th>Another significant</th>
<th>Of greatest significant</th>
<th>First</th>
<th>Next</th>
<th>Last</th>
</tr>
</thead>
</table>

2. Your reason sentences = Reason Transition + Reason + Details/Evidence

<table>
<thead>
<tr>
<th>Reason #1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Refutation Transitions:

<table>
<thead>
<tr>
<th>However</th>
<th>On the contrary</th>
<th>Nevertheless</th>
<th>On the other hand</th>
</tr>
</thead>
</table>

3. Refutation or Rebuttal or Counter Argument (Those who disagree)
Opposition Reason:
“Some people would say... ________________________________________________
______________________________________________________________________
Why those who disagree with you are wrong:
(Refutation transition + counter argument) __________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Conclusion Transitions:
• All in all
• In short
• As you can see
• Finally
• In summary
• Clearly
• In closing
• Logical conclusion is
• In conclusion
• To conclude

4. Conclusion

Conclusion transition + Restate claim + Recap reasons OR Call to action:
______________________________________________________________________
______________________________________________________________________

Now put it all together:
0. Intro/Hook//Background
1. Your Claim Statement
2. Your 3 Reasons Supported by Evidence
   (Be sure to use reason transitions.)
3. Refutation (+ Refutation transition)
4. Conclusion (+ A conclusion transition)
Peer Editing Worksheet for Argumentative Essay
First, read the essay and make notations on the essay as you read.

Formatting

Is the heading in the upper left-hand corner of the first page in the correct format and place? (Yes/No)

Does the heading include:

Writer’s name? (Yes/No)

Teacher’s name? (Yes/No)

The course name? (Yes/No)

The date? (Yes/No)

Does the title grab the reader? (Yes/No)

Does the paper have an original title (other than something like Argumentative Essay)? (Yes/No) If not, suggest a stronger title.

Is the title formatted properly? Is the title presented without being bolded, italicized, or placed in quotation marks? (Yes/No)

Is the entire essay double-spaced? (Yes/No)

Is the font size 12 and Times New Roman? (Yes/No)

Are the writer’s last name and the page number in the upper right-hand corner of each page? (0.5” from the top or inserted using the header function in Word)? (Yes/No)

Are paragraphs indented? (Yes/No)

Does the paper have 1” margins on all sides? (Yes/No)
Introduction, Claim, and Argument

Does the essay begin with a hook? (Yes/No)

If not, suggest a hook or attention grabber to help the writer.

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As the editor, make sure, if necessary, to suggest corrections for the following:

If arguing about literature, are the title of the work being discussed and the name of the author included in the first paragraph? (Yes/No)

If arguing about literature, are the author’s name and the title spelled and punctuated correctly? (Yes/No)

If arguing about literature, is the title of the novel in italics? Short story within double quotation marks? (Yes/No)

Are there three to four sentences that provide background about the topic to be discussed in the paper? (Yes/No)

Do the background statements in the first few sentences effectively engage the reader? (Yes/No)

Highlight the claim in the introductory paragraph. If there is no claim, suggest one.

Is there a transition relating the background statements to the claim? (Yes/No)

Does the author provide three reasons that clearly support the position of the claim? (Yes/No)
If there aren’t three reasons, suggest three based on your reading of the essay.

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What suggestions can you offer for improvement in the introductory paragraph (minimum: five sentences)?

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Body

Paragraph two (2), eleven (11) sentences

For all three body paragraphs, write the number of sentences in each paragraph in the margin beside each paragraph.

Put a dot under the first word in each sentence to be sure the writer has varied sentence structure.

Does the paragraph provide a transition in the first sentence?     (Yes/No)

Does the writer state his or her first reason as to why he or she is for or against the issue? (Yes/No)

Has the writer provided three (3) examples that support the first reason?         (Yes/No)

Is there a closing sentence?             (Yes/No)
Paragraph three (3), eleven (11) sentences

Does the paragraph provide a transition in the first sentence? 
(Yes/No)

Does the writer state his or her first reason as to why he or she is for or against the issue? 
(Yes/No)

Has the writer provided three (3) examples that support the first reason? 
(Yes/No)

Is there a closing sentence? 
(Yes/No)

Paragraph four (4), eleven (11) sentences

Does the paragraph provide a transition in the first sentence? 
(Yes/No)

Is there a counter claim and rebuttal? 
(Yes/No)

Underline the counterclaim twice.

Does writer use opposition reason----Some people/Some would say…?  (Yes/No)

Is there an explanation why those who disagree with the writer are wrong? (Refutation transition and counter argument) 
(Yes/No)

Does the writer state his or her first reason as to why he or she is for or against the issue? 
(Yes/No)

Has the writer provided three (3) examples/evidence that support the first reason? 
(Yes/No)

Circle the evidence that supports the topic sentence/claim.

Is there a closing sentence? 
(Yes/No)
Conclusion (Minimum five sentences)

Does the writer restate his or claim from the introduction in different words? (Yes/No)

If not, suggest a way to rewrite the claim in this paragraph.

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Did the author summarize his or her main reasons for his or her position? (Yes/No)

Some English teachers want the conclusion to provide a simple summary of the main argument. Other teachers (like me) find this approach repetitious and boring. By the end of the body, a good essay will already have established its core argument. After presenting careful evidence in the body of the essay, the author has earned the right as an author to share broader ideas with his or her readers in the conclusion.

Did the writer use the conclusion to raise broader ideas that flow from the argument and evidence? (Yes/No)

Did the author offer some lessons that people today should draw from the argument? (Yes/No)

Did the author see interesting parallels to another time, place, or issue? (Yes/No)

Did the author find an interesting personal or emotional reaction to the material? (Yes/No)

Is the author comfortable feeling free to be speculative and thoughtful? (Yes/No)

Please note: A conclusion is not merely a summary of a writer’s points or a re-statement of his or her claim. If the author wishes to summarize—as is often the case—writers need to do so in fresh language. The writer should remind the reader of how the evidence they have presented has contributed to the claim.

The conclusion, like much of the rest of the paper, involves critical thinking. Good writers reflect upon the significance of what they have written and try to convey some closing thoughts about the larger implications of their argument.

Strong writers provide a good last sentence that leaves the reader with something to think about, a concept in some way illuminated by what the writer has written in the paper.
How does a writer write an interesting, effective conclusion?

The following strategies may help:

- If the essay deals with a contemporary problem, warn readers of the possible consequences of not attending to the problem.
- Recommend a specific course of action.
- Use an apt quotation or expert opinion to lend authority to the conclusion reached.
- Give a startling statistic, fact, or visual image to drive home the ultimate point of the paper.
- If the essay encourages personal reflection, illustrate a concluding point with a relevant narrative drawn from life experiences.
- Return to an anecdote, example, or quotation introduced in the introduction, but add further insight that derives from the body of the essay.

Works Cited

Is there a Works Cited page? (Yes/No)

Does the Works Cited page conform to MLA format? (Yes/No)

Is the Works Cited page double-spaced? (Yes/No)

Is the Works Cited page titled Works Cited (without the quotation marks) and centered? (Yes/No)

Does the Works Cited page have a page number that follows the last page of the essay and the writer’s last name? (Yes/No)

If there is more than one entry on the Works Cited page, are the entries cited in alphabetical order by the author’s last name? (Yes/No)

Are all sources properly cited? (Yes/No)

Is every source on the Works Cited page included in the essay? (Yes/No)

Are all direct quotes in quotation marks? (Yes/No)

If appropriate, do all paraphrases and summaries clearly indicate that they come from other sources? (Yes/No)

Does each in-text reference include a parenthetical citation that includes the author’s last name (unless it is obvious from the context of the sentence who you are referencing) and the page number from which the information was taken? (Yes/No)

If a quotation is 4 lines or more, is it block-quoted? (i.e. double-spaced, indented 1 inch from the left margin) (Yes/No)
Three Body Paragraphs

Do all three body paragraphs---2, 3, and 4---have a minimum of eleven (11) sentences? (Yes/No)

Underline or highlight the topic sentences. Check to see that each topic sentence states a specific opinion related to the thesis. Which topic sentences could be more focused?

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Identify the transition words, phrases, and sentences by highlighting them. Are they effective at showing connections between ideas? (Yes/No)

How clearly are the body paragraphs related to the essay’s thesis? Check to see that each fact is intentionally used to prove a point and not just to summarize events. Write down which facts still need to be spoken of directly in terms of the topic sentence and thesis. Look for unexplained leaps in interpretation, places where the writer makes a conclusion without explaining his/her rationale. Write notes here:

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Can you think of other facts from the story that would further support the arguments? If so, elaborate here.

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98
In the body of the paper, where could the writer have used more detail?

___________________________________________________________

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Can you follow the writer’s ideas? (Yes/Sometimes/No)

Does the essay need more transitions? (Yes/No)

Point out directly on the paper where the writer needs to revise for clarity.

Check to see that the last sentence in each body paragraph states a conclusion about the content of that paragraph. It should reinforce the previous ideas, not add anything new. Which concluding sentences could be more effective?
Quotations

Is each quote effectively embedded? (Yes/No)

Read the full sentence to see that the context is clear, the sentence is complete, and that it is punctuated and cited correctly. Make any suggestions regarding quotes here:

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Conclusion

Does it include the title and/or author? (Yes/No)

Does the final paragraph effectively provide closure by summing up main facts and reinforcing the theme and thesis? If yes, how so? If not, make suggestions directly on the paper.

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—
Grammar, Spelling, Capitalization, and Punctuation (Mechanics)

Check for run-on sentences and fragments; misspelled words; vague pronoun references (e.g., “she” when it needs to be “Vera”); pronoun/antecedent agreement (e.g., using “a person/someone/everyone” leads to the use of “his/her/he/she”); and phrases that are awkward, unnatural, or confusing.

There are no errors in grammar, spelling, capitalization, or punctuation.  (Yes/No)

There are one to two errors in grammar, spelling, capitalization, or punctuation.  (Yes/No)
Elaborate here.

There are more than two errors in grammar, spelling, capitalization, or punctuation that distract the reader.  (Yes/No)
Elaborate here.

There are serious errors in grammar, spelling, capitalization, or punctuation that interfere with the reader’s understanding of the essay.  (Yes/No)
Elaborate here.
Overall

Are the events from the story consistently discussed using present tense? (Yes/No)

What questions do you have that are still not answered in the essay?

If this were your essay, what would you change before you handed it in?

Overall, do you think the paper is effective? Why or why not? Explain.
If you had to give the writer a grade on this argumentative essay, based on the criteria assigned, what would you give him or her?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
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Why?
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Write three compliments for the author.

1. ____________________________________________________________________________________________
   ____________________________________________________________________________________________
   ____________________________________________________________________________________________

2. __________________________________________________________________________________________
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3. __________________________________________________________________________________________
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Write three suggestions for the author.

1. __________________________________________________________________________________________
   __________________________________________________________________________________________
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2. __________________________________________________________________________________________
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3. __________________________________________________________________________________________
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<table>
<thead>
<tr>
<th>Standard</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Has a creative hook that effectively introduces the thesis.</td>
<td>Has a hook that introduces the thesis.</td>
<td>Attempts to use a hook but it may be irrelevant, inaccurate, or ineffective.</td>
<td>No hook.</td>
</tr>
<tr>
<td><strong>Background</strong></td>
<td>Introduces the author (full name) and the title of the work (italicized).</td>
<td>Introduces the author and the title of the work (but not properly formatted).</td>
<td>Introduces the author OR the title of the work (but not properly formatted).</td>
<td>No reference to author or work.</td>
</tr>
<tr>
<td><strong>Define the Problem</strong></td>
<td>Well-developed introductory paragraph contains detailed background information, a clear explanation or definition of the problem, and a thesis statement that states writer’s position.</td>
<td>Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper.</td>
<td>Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail.</td>
<td>Thesis and/or problem is vague or unclear.</td>
</tr>
<tr>
<td><strong>Thesis Statement/Claim</strong></td>
<td>Conclusion briefly summarizes the main topics.</td>
<td>Conclusion summarizes main topics, but is repetitive.</td>
<td>Conclusion does not adequately summarize the main points.</td>
<td>Conclusion does not adequately summarize the main points.</td>
</tr>
<tr>
<td><strong>X5</strong></td>
<td>Rephrases the thesis statement with fresh and deeper understanding.</td>
<td>Brings up new ideas.</td>
<td>Does not provide a sense of closure.</td>
<td>Trite writing: “in conclusion,” “in summary,” “in closing,” or “as shown in the essay.”</td>
</tr>
</tbody>
</table>

- **Conclusion**
  - Provide a concluding statement or section that follows from the argument presented.
  - X5
  - Conclusion briefly summarizes the main topics.
  - Rephrases the thesis statement with fresh and deeper understanding.
  - Does not bring up new ideas.
  - Includes a provocative insight or quotation from the research or reading done for the paper.
  - Explains how ideas fit together
  - Leaves the reader thinking.

- **Conclusion**
  - Conclusion briefly summarizes the main topics.
  - Rephrases the thesis statement with fresh and deeper understanding.
  - Does not bring up new ideas.
  - Includes a provocative insight or quotation from the research or reading done for the paper.
  - Explains how ideas fit together
  - Leaves the reader thinking.

- **Conclusion**
  - Conclusion summarizes main topics.
  - Does not provide a sense of closure.
  - Includes evidence (quotations, statistics) that should be in the body of the paper.
  - Explains how ideas fit together
  - Leaves the reader thinking.

- **Conclusion**
  - Conclusion summarizes main topics.
  - Does not provide a sense of closure.
  - Includes evidence (quotations, statistics) that should be in the body of the paper.
  - Explains how ideas fit together
  - Leaves the reader thinking.

- **Conclusion**
  - Conclusion does not adequately summarize the main points.
  - Does not provide a sense of closure.
  - Includes evidence (quotations, statistics) that should be in the body of the paper.
  - Explains how ideas fit together
  - Leaves the reader thinking.

- **Conclusion**
  - Conclusion does not adequately summarize the main points.
  - Does not provide a sense of closure.
  - Includes evidence (quotations, statistics) that should be in the body of the paper.
  - Explains how ideas fit together
  - Leaves the reader thinking.
<p>| Body Paragraphs | Three main points are well developed with supporting details. The writer gave reasons to support his or her opinion. The writer analyzed or explained the reasons and evidence, showing how they fit with the claim and built an argument. The writer consistently incorporated and cited trustworthy sources. The writer included examples and information to support reasons, perhaps from a text, personal knowledge, or writer’s own life. The writer worked to make the argument compelling as well as understandable. The writer brought out why the argument mattered and why the audience should care about it. | Three points are present but may lack detail and development in one or two. The writer gave reasons to support his or her opinion that were parallel and did not overlap. The writer put them in an order that he thought would be most convincing. The writer included evidence such as facts, examples, quotations, micro-stories, and information to support his claim. The writer discussed and unpacked the way that the evidence went with the claim. | Three points are present, but all lack development. The writer included and arranged a variety of relevant evidence such as facts, quotations, examples, and definitions. The writer used trusted sources and information from experts and gave the sources credit. The writer worked to explain how the reasons and evidence she gave supported her claim(s) and strengthened her argument. To do this, the writer referred to earlier parts of the text, summarized background information, raised questions, or highlighted possible implications. | There are fewer than three main points with poor development of ideas. The writer included varied irrelevant kinds of evidence such as facts, quotations, examples, and definitions. |</p>
<table>
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<tr>
<th>Counter-Argument and Rebuttal X5</th>
<th>A strong counter-argument is used in the essay, and the writer rebukes it with a strong rebuttal that is very convincing to the reader. The writer wrote about another position—a different claim about this subject—and explained why the evidence for the position outweighed the counterclaim.</th>
<th>A counter-argument is used in the essay, and the writer rebukes it with a rebuttal that is convincing to the reader.</th>
<th>The writer may have attempted a counter-argument in the essay, but the writer does not rebuke and/or it is not effective to the reader.</th>
<th>The writer did not attempt a counter-argument in the essay.</th>
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<tbody>
<tr>
<td>Transitions Use appropriate transitions that enhance the progression of the text and clarify the relationships among the claim and reasons. X5</td>
<td>Reasons and claims are skillfully connected using a strong voice in transitions that help the reader understand the relationships between the claim and the reasons.</td>
<td>The writing includes appropriate transitions that enhance the progression of the text and clarify the relationships among the claim and reasons.</td>
<td>The claim and reasons are connected using phrases and clauses like for example, another example, and in addition to.</td>
<td>The reasons are connected using words like because, another, and also.</td>
</tr>
<tr>
<td>MLA Format Heading, In-Text Citations, and Works Cited Page (if appropriate) X5</td>
<td>Paper always uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, and works cited). All source material is used and smoothly integrated into the text. All sources are accurately documented and in the desired format on the WORKS CITED PAGE. All sources are relevant and reliable. In Text Citation mostly done properly.</td>
<td>Paper mostly uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, and works cited). All source material is used. All sources are accurately documented, but a few are not in the desired format on the Works Cited page. Most sources are relevant and reliable. In Text Citation mostly done properly.</td>
<td>Paper seldom uses proper MLA format (i.e. heading, margins, font, spacing, page numbers, and works cited). Sources are accurately documented, but many are not in the desired format on the Works Cited page. Some sources are relevant and reliable. In Text Citation done but not properly.</td>
<td>Paper does not use proper MLA format. Lacks sources and/or sources are not accurately documented. Incorrect format is used. Sources are not relevant nor reliable. No In Text citation.</td>
</tr>
<tr>
<td>Syntax (Sentence Structure), Grammar, and Usage</td>
<td>The writing contains an appropriate use of varied sentence structures with few to no errors in grammar and usage.</td>
<td>The writing contains simple, compound, and compound-complex sentence structure with correct grammar and usage, recognizing sentence fragments and run-ons.</td>
<td>The writing contains both simple, compound, and complex sentence structure with noticeable grammar and usage mistakes.</td>
<td>With help, the student can write simple sentence structure and can correct errors in grammar.</td>
</tr>
</tbody>
</table>

Name ______________________________________ Score: _______ Possible points: 140
Divide total by 140 Grade: ______________

Sample Conclusion Paragraph

[Restate Thesis in Different Words and Revisit Main Points of Essay] It is clear that the only acceptable way of ensuring the safety of airline passengers is to begin a program to issue Safe Traveler Cards or national ID cards to American citizens. [Review Main Points] These cards would screen out those who are unlikely to be terrorists and would also eliminate the delays that currently characterize air travel. Most important, they would help prevent terrorists from high jacking American planes. At the same time, by making racial profiling unnecessary, these cards would help protect personal and civil liberties of Americans. [Leave Reader Thinking] Only by instituting a national ID card system can the United States make certain that terrorists like those who attacked the United States do not hijack liberties that are so precious to us.
Topic: Argue whether skateboarding should be added to your school’s extracurricular activities.

Skateboarding has gotten a bad reputation. For some reason, lots of people don’t approve of the activity. Perhaps they think it’s too dangerous. For many skaters, though, skateboarding is an important part of their lives. Their boards provide transportation as well as a way to spend free time and improve their skills. Adding competitive skateboarding to a school’s offered options of sports is a great idea because it will benefit students and the public. It will provide a safe, organized place for skateboarding, and it will attract a group of students who might not otherwise get involved.

First Claim Paragraph

Consider, for a moment, the students who skateboard. Most of them are not involved in extracurricular activities at school, because there’s nothing for them to do. They want to skate. Providing them with an organized skate program will help these students in more ways than one. According to Passage 2, “Students who are involved in extracurricular activities are less likely to miss school than students who are not involved in extracurricular activities.” That, alone, should be a strong enough reason to have skateboarding in schools. If adding this after-school activity to students’ options means more students will spend more time in school, then it’s a win-win situation. Not only will students who skateboard become more involved but they also will also be in a safe environment.

Second Claim Paragraph

Organized skating is safer. Many people who skateboard have nowhere to practice their skills, other than on the streets, sidewalks, and steps where the public is walking. This is dangerous for the people walking and for the skateboarders. The author of Passage 1 states that “Most skateboarding injuries occur outside of skate parks, often on steps and railings.” This shows that an organized sport held on and around a skate park would definitely be safer for skateboarders. Since skaters would be off the streets, it would be safer for the public, too.

Counterclaim Paragraph

There are lots of people who think skateboarding is still too dangerous to be an after-school sport. True, there is some risk involved, but that’s no different from other athletics. As included in Passage 1, “More students are injured playing football than in any other sport. Head injuries are the most frequent and the most serious.” Despite this, there isn’t much talk of taking the football team away. Skateboarding isn’t a contact sport, no one is hitting another person purposefully, and the injury risk goes way down in an organized skate park environment. Compared to some other sports, skateboarding doesn’t seem too bad.

Concluding Paragraph

Skateboarding should become an official after-school sport because it will help people. There’s no solid reason not to add it to the list of options. It’s a good way to get students involved, and it can improve the safety for skateboarders and the public alike. If administration and the school board thought about it, skateboarding should definitely make the cut.
I. Plot - How the author arranges events to develop the basic idea; it is the sequence of events in a story or play. The so it can be read in one sitting. There are five essential parts of plot:

1) Exposition (introduction) - Beginning of the story; characters, background, and setting revealed.

2) Rising Action - Events in the story become complicated; the conflict is revealed. These are events between the introduction and climax.

• Conflict - Essential to plot, opposition ties incidents together and moves the plot. Not merely limited to arguments, conflict can be any form of struggle the main character faces. Within a short story, there may be only one central struggle, or there may be many minor obstacles within a dominant struggle. There are two types of conflict:
  • Internal- Struggle within one's self.
    • Character vs. Self - Struggles with own soul, physical limitations, choices
  • External - Struggle with a force outside one's self.
    • Character vs. Character - Struggles against other people.
    • Character vs. Nature - Struggles against animals, weather, environment.
    • Character vs. Society - Struggles against ideas, practices, or customs of others

3) Climax - Turning point of the story. Readers wonder what will happen next; will the conflict be resolved or not? Consider the climax as a three-fold phenomenon:

  • Main character receives new information.
  • Main character accepts this information (realizes it but does not necessarily agree with it).
  • Main character acts on this information (makes a choice that will determine whether or not objective is met).

4) Falling action – Resolution/denouement begins; events and complications start to fall into place. These are the events between climax and denouement.

5) Resolution/denouement (Conclusion) - Final outcome of events in the story.

II. Setting - Time and location that a story takes place. For some stories, the setting is very important; while for others, it is not. When examining how setting contributes to a story, there are multiple aspects to consider:

  1) Place - Geographical location; where is the action of the story taking place?
  2) Time - Historical period, time of day, year; when is the story taking place?
  3) Weather conditions - Is it rainy, sunny, stormy?
  4) Social conditions - What is the daily life of the character's like? Does the story contain local color (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?
  5) Mood or atmosphere - What feeling is created at the beginning of the story? Cheerful or eerie?
III. Character - There are two meanings for "character": 1) a person in a fictional story; or 2) qualities of a character.

1) People in a work of fiction can be a(n):
   • Protagonist - Clear center of story; all major events are important to this character.
   • Antagonist - Opposition or "enemy" of main character.

2) Characteristics of a character can be revealed through:
   - his/her physical appearance
   - what he/she says, thinks, feels, dreams and what he/she does or does not do
   - what others say about him/her and how others react to him/her

3) Characters can be ...
   - Round - Fully developed personalities that are affected by the story's events; they can learn, grow, or deteriorate by the end of the story. Characters are most convincing when they resemble real people by being consistent, motivated, and life-like.
   - Flat - One-dimensional character
   - Dynamic - Character who does go through change and "grows" during a story
   - Static - Character does not go through a change.

IV. Point of View - The angle from which the story is told. There are several variations of POV:

1) First Person - Story told by the protagonist or a character who interacts closely with the protagonist or other characters; speaker uses the pronouns "I", "me", "we". Readers experiences the story through this person's eyes and only knows what he/she knows and feels.

2) Second Person - Story told by a narrator who addresses the reader or some other assumed "you"; speaker uses pronouns "you," "your," and "yours." Example: You wake up to discover that you have been robbed of all of your worldly possessions. Writing a short story in second person is not easy. Published models: “How to Become a Writer” by Lorrie Moore and “Leopard” by Wells Tower.

3) Third Person - Story told by a narrator who sees all of the action; speaker uses the pronouns "he", "she", "it", "they", "his", "hers", "its", and "theirs". This person may be a character in the story. There are several types of third person POV:
   - Limited - Probably the easiest:POV for a beginning writer to use, "limited" POV funnels all action through the eyes of a single character; readers only see what the narrator sees.
   - Omniscient- God-like, the narrator knows and sees everything, and can move from one character's mind to another. Authors can be omniscient narrators by moving from character to character, event to event, and introducing information at their discretion. There are two main types of omniscient POV:

4) Innocent Eye/Naive Narrator - Storytold through child's eyes; narrator's judgment is different from that of an adult.

5) Stream of Consciousness - Story told so readers solely experience a character's thoughts and reactions.
V. Theme - Central message, "moral of the story," and underlying meaning of a fictional piece; may be the author's thoughts on the topic or view of human nature.

1) Story's title usually emphasizes what the author is saying.
2) Various figures of speech (symbolism, allusion, simile, metaphor, hyperbole, or irony) may be utilized to highlight the theme.
3) Examples of common themes occurring in literature, on television, and in film are:
   - Things are not always as they appear to be.
   - Love is blind.
   - Believe in yourself.
   - People are afraid of change.
   - Don't judge a book by its cover.

Short Stories: Characteristics

- Short: Can usually be read in one sitting.
- Concise: Information offered in the story is relevant to the tale being told. This is unlike a novel, where the story can diverge from the main plot.
- Usually tries to leave behind a single impression or effect. Usually, though not always built around one character, place, idea, or act.
- Because they are concise, writers depend on the reader bringing personal experiences and prior knowledge to the story.

Four Major Components of the Short Story

- PLOT
- SETTING
- CHARACTERS
- THEME

#1 PLOT
The action that takes place in the story. It is a series of connected happenings and their result. In order to have a result, we must have an initial event, or conflict.

Stages of a Plot

- Introduction of characters
- The situation: Initial conflict
- The generating circumstances, which create a
- Rising action - heightened anticipation for the reader
- Climax - highest point of anticipation -"make or break" for the main character.
- Falling action and Conclusion. These two are also known as a denouement.
Short stories/novels usually have properties like the following:

- Dramatic conflict. Usually the basis of the story. Source of the problems which mayor may not be overcome in the climax.
- Foreshadowing. May be used to leave clues in the story to lure readers to try to predict the ending.
- Repetition. At the least, it helps drive home a point. It can also be used to create other literary devices.
- Suspense. Draws readers to the work.

#2 SETTING

The background against which the incidents of the story take place. Not merely a place, it includes the place where, the time when, and social conditions under which the story moves along.

This can include atmosphere, the tone and feeling of a story, i.e. gloomy, cheery.

#3 CHARACTERS

There must be living beings in the story that think or act in order to keep the story going.

They must seem like living and feeling individuals in order for us to feel strongly about them. The worst thing that could happen for is writer is that you feel indifferent toward the characters. If we don't care for the characters, we are not inclined to keep reading.

FOUR METHODS OF PRESENTING A CHARACTER:

- Actions or thoughts of the character.
- Conversations the character engages in.
- Conversations of other characters about a third character.
- Author's own opinion. This might be overt or may be implied.

Points of View: Presentation of a Story

- Author Omniscient (all knowing, all seeing). This is a third person point of view. The omniscient author, writing in third person, sees whatever he wants to see, inside or outside his character, in privacy or public, and interprets as he chooses.
- Author participant (first person). The author may be the main character, or could be a secondary character.
- Author as an observer (third, person). Involves objective treatment, as though the story teller had no inner sight into the character's thinking or behavior.
- Multiple story tellers' (third. Person).
#4 Theme

The total meaning of the story. IT DOES NOT HAVE TO BE TIED UP IN A SIMPLE MORAL. In many cases, stories are packages that allow readers to see the outcomes of certain behaviors. Without a theme, the story lacks meaning or purpose.

Sometimes the theme is stated, sometimes it is only implied. In other stories, the theme may be a direct refutation of a traditional theme.
Ellen Montgomery lives in Pullman, Washington. She wants an expensive racing bicycle, but she does not have enough money to buy it. She works for eight months after school and weekends in a supermarket to earn the money to buy it. When she has just saved enough money to buy the bicycle, the money is stolen from her house. Ellen then works another six months in the bicycle shop. She is finally able to buy the bicycle, and she becomes a state champion bicycle racer.

What is the exposition of this plot summary?

Describe the inciting incident.

What is the climax of this plot summary?

What is the resolution?
Protagonist

- Central character
- Person on whom action centers
- Character who pushes the action forward
- Character who attempts to accomplish something
- Usually seen as a good person or hero/heroine
- Usually round and dynamic

Examples of protagonists:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Antagonist

- Character or force that holds the action back
- Character who wants something in opposition to the protagonist
- Usually seen as a bad person/force or villain

Examples of antagonists:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Foil

- Secondary or minor character
- Character who is a contrast or opposite to the protagonist
- Character who emphasizes or highlights the traits of the protagonist

Examples of foils:
The term “foil” came into its current usage as a literary device from the concept of putting tin foil behind a gemstone to make it look more brilliant. The foil character works in the same way—to make the protagonist seem more incredible, or, adversely, to make his or her faults more obvious. Look at Gaston whose combination of good looks and terrible personality emphasizes the Beast’s tragic situation in *Beauty and the Beast*. The former is a monster trapped inside a man; the latter is a man trapped inside a monster. In the *Harry Potter* series, Harry and Voldemort are foils---one is good and the other is evil. In *To Kill a Mockingbird*, Atticus’ sister Aunt Alexandra is a foil for Atticus, preferring traditional parenting methods to Atticus’ frank discussions with his children. In addition, she seems to represent the traditional place of woman in southern society, something which foils Scout’s tomboyish ways.

The foil can be a best friend, a rival, a sidekick, or even an enemy. An effective foil is often a strong and fascinating character in his or her own right. The crucial thing with a foil is contrast. The foil reflects the qualities that make your main character unique by having completely different (and sometimes opposing) qualities.

Perhaps your main character is a very focused and deliberate student. If his best friend is equally focused, this quality might be perceived by your reader as typical, and its importance might be overlooked. Create a best friend who is light-hearted and full of mischief, and you have a perfect foil for your studious hero. Now your reader will take note of the contrast, and the intensity of your main character will be highlighted and magnified.
Characters are described as being round or flat.

**Round character:**

- Well-developed
- Has many traits, both good and bad.
- Not easily defined because we know many details about the character
- Realistic and life-like
- Most major characters are round
- "The test of a round character is whether it is capable of surprising in a convincing way. If it never surprises, it is flat." E. M. Forster

- Examples of round characters:

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
</tr>
</thead>
</table>

**Flat character:**

Not well-developed
- Does not have many traits
- Easily defined in a single sentence because we know little about the character
- Sometimes stereotyped
- Most minor characters are flat

- Examples of round characters:

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
</tr>
</thead>
</table>

---
Characters are described as being dynamic or static.

Dynamic character:

- Undergoes an important change in personality in the story
- Comes to some sort of realization that permanently changes the character
- A change occurs within the character because of the events of the story
- The protagonist is usually dynamic, but not always

- Examples of dynamic characters:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Static character:

- Remains the same throughout the story
- Although something may happen to the character, it does not cause the character to change

- Examples of static characters:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________


Three Elements of Characterization

- Physical appearance
  What does the character look like?

- Actions, speech, and behavior
  What does the character do? How does the character behave? What does the character say?

- Interactions with others
  How other characters in the story react to this character

Defining Characterization

Characterization is the process by which the writer reveals the personality of a character.

Characterization is revealed through **direct characterization** and **indirect characterization**. Direct Characterization tells the audience what the personality of the character is.

Example: "The patient boy and quiet girl were both well mannered and did not disobey their mother."

Explanation: The author is directly telling the audience the personality of these two children. The boy is "patient" and the girl is "quiet."

**Indirect Characterization** shows things that reveal the personality of a character. There are five different methods of indirect characterization:

<table>
<thead>
<tr>
<th>Method</th>
<th>What is revealed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>What does the character say? How does the character speak?</td>
</tr>
<tr>
<td>Thoughts</td>
<td>What is revealed through the character's private thoughts and feelings?</td>
</tr>
<tr>
<td>Effect on others</td>
<td>What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?</td>
</tr>
<tr>
<td>Actions</td>
<td>What does the character do? How does the character behave?</td>
</tr>
<tr>
<td>Looks</td>
<td>What does the character look like? How does the character dress?</td>
</tr>
</tbody>
</table>
Examples of Indirect Characterization from *The Cat in the Hat*
[https://www.teachingchildrenphilosophy.org/BookModule/TheCatInTheHat](https://www.teachingchildrenphilosophy.org/BookModule/TheCatInTheHat)

Character: The Fish

<table>
<thead>
<tr>
<th>Type of Indirect Characterization</th>
<th>Examples</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects on others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think in Threes Graphic Organizer for Essay Writing

TOPIC: __________________________________________

THESIS: __________________________________________

POINT 1:

3 SUPPORTING DETAILS:

POINT 2:

3 SUPPORTING DETAILS:

POINT 3:

3 SUPPORTING DETAILS:
ARGUMENTATIVE ESSAY ORGANIZER

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Date: __________</th>
</tr>
</thead>
</table>

**Introduction**

**Hook:** ________________________________________________________________

Claim (what you will prove): ________________________________________________

Background Information: _________________________________________________

Conclusion sentence: ____________________________________________________

**First Body Paragraph**

Evidence #1: _____________________________________________________________

Details: 1. ________________________________________________________________
         2. ________________________________________________________________
         3. ________________________________________________________________

Golden Bricks: ___________________________________________________________

Explanation/Expansion/Reasons: ____________________________________________

Conclusion sentence: ____________________________________________________
Second Body Paragraph

Evidence #2: ______________________________________________________

Details:  
1. ______________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________

Golden Bricks: _______________________________________________________________

Explanation/Expansion/Reasons: _______________________________________________

Conclusion sentence: _______________________________________________________

Third Body Paragraph

Counterclaim/Rebuttal_______________________________________________________

Details:  
1. _________________________________________________________________
2. __________________________________________________________________
3. __________________________________________________________________

Golden Bricks: _______________________________________________________________

Explanation/Expansion/Reasons: _______________________________________________

Conclusion sentence: _______________________________________________________

Conclusion

Restatement of claim: _______________________________________________________

Summarize evidence:  
1. _____________________________________________________
2. _____________________________________________________
3. _____________________________________________________

Extend, go beyond, demonstrate larger meaning: ___________________________________

______________________________________________________________________________________
Should SUVs Be Illegal?

On September 3, 1995, a fatal automobile accident occurred on Highway 26; a small red car lost control when it hit a patch of wet pavement and headed straight towards a white Chevy Suburban. The impact of the collision ripped the small red car into two pieces resulting in a large fireball and instantly killing the two twenty-year-old female occupants. No fatalities occurred within the Suburban (Smith). Had the Suburban been a smaller, more conventional car the outcome may have been much different; no deaths may have occurred at all. SUVs are becoming a huge risk on the roads today. Unfortunately, SUVs seem to be ever growing in popularity. This increase in popularity is cause for several disturbances, all of which seem to be directly related to their large size. There are many reasons why SUVs should be illegal or somehow regulated; they waste gas, they are too large, and they are overall more dangerous than conventional cars.

SUVs are not exactly environmental friendly. For starters, they have horrible gas mileage. www.fueleconomy.gov, a website dedicated to educating the public on the benefits of better fuel economy, has tables of the current fuel economy that 2004 automobiles are actually achieving. SUVs have a considerable lower fuel economy than more conventional cars; SUVs tend to average about sixteen miles per gallon in the city and twenty miles per gallon on the highway, whereas conventional cars get around twenty and 26 miles per gallon respectively. Due to the SUVs excessive use of gas, they have a higher rate of emissions when compared to other cars. The rise in SUV popularity factored with the greater emissions of SUVs means that more and more gases such as carbon dioxide and nitrous oxide will be released into the atmosphere as time progresses. These gases have an adverse effect on Earth’s climate; they are contributing factors to the greenhouse effect and therefore may play a large role in global warming (Environmental Protection Agency). There are current efforts to try and reduce these emissions, but they either won’t be out any time soon or are rejected altogether. For instance, many car manufacturers will be coming out with hybrid (vehicles that are powered by both gas and electricity) SUVs which will significantly increase gas mileage and thus reduce emissions. Unfortunately these hybrid SUVs will not be seen until 2006 or later. Even when they are commercially available it is uncertain as to how well they will be received by consumers.
The Kyoto Protocol is another effort put forth by many nations to try and reduce the emission of pollutants into Earth’s atmosphere. Unfortunately, not all nations have agreed to comply with the Kyoto Protocol. In fact, George W. Bush rejected the Kyoto Protocol in March of 2001 (Burnett).

The large size of SUVs is of huge concern when dealing with safety. While more than just a enormous annoyance, the large size of SUVs can impair visibility of people trying to see around it. While it is easy to see over the top of more traditional vehicles, SUVs block the line of sight for not only drivers of smaller cars but also bicyclists or pedestrians trying to cross a road or enter traffic. Their overall wider body makes them more likely to clip other cars or objects than much smaller car. Some might make the observation that semi-trailer trucks also block the line of sight for smaller vehicles. However, there is a key difference between SUVs and semi-trailer trucks. Semi-trailer trucks actually have a good reason and purpose for being so large: to transport products and materials in an efficient and costly manner. While some people do buy SUVs for their true purpose (recreation or hauling large objects and equipment), many people will use them for things that many other cars are capable of doing; a station wagon can carry groceries, take children to sports, and carry large loads all at a fraction of the cost for gas.

Some might say that SUVs are perfect vehicles for various reasons. However, they are an overall huge safety problem on today’s roads. The National Highway Traffic Safety Administration (NHTSA) is an organization that deals with the safety of all vehicles. They are the organization that gives cars safety ratings between one and five stars that so many people are familiar with. According to the NHTSA, standard passenger cars have an average of a twelve percent chance of rolling over when involved with single-vehicle accidents. However, SUVs have more than twice the chance of rolling over with a 28 percent average chance when involved in single-vehicle accidents (NHTSA). This increased chance of rollover is of major concern, considering that rollovers have a higher rate of fatalities than any other type of automobile accident (NHTSA). The only person at an advantage when driving is the one in the SUV; everyone else must be inconvenienced while the SUV driver rides high. This unfair advantage is especially present when an SUV is involved in an accident with a normal sized car. Being bigger, SUVs have a much greater mass than smaller cars; the average SUV weighs about 900 more pounds than the average car (Graham). Simple physics show that this
increase mass means that the SUV would beat the smaller car to a pulp. The fact that SUVs are traditionally higher off the ground does not help out much either. This increased height means that their bumpers actually ride higher than bumpers on regular cars. Bumpers act as a sort of buffer, but in the case of an SUV, they act more as a battering ram when hitting a smaller vehicle since they ride right over the smaller car’s bumper.

Something needs to be done about SUVs. If they continue to be left unchecked we will see a rapid rise in environmental deterioration as well as more fatal automobile accidents. John D. Graham, founder of the Harvard Center for Risk Analysis, believes that SUVs need to be somehow civilized. Efforts need to be put forth by such organizations as the NHTSA to help make SUVs safer and more environmentally safe (Graham). If SUVs are to stay legal, they will have to undergo some serious changes before they will be fit for everyday driving. One of those changes is already underway, the hybrid SUVs, but other issues such as their increased chance of rollover and dangerously high bumpers have still not been completely addressed. Perhaps somehow lowering both the center of gravity. The Hummer is a perfect example of this. It was specifically engineered to have a low center of gravity to help prevent it from rolling over. Also, bumpers will help make the SUV a more acceptable driving machine.
“Bio of John D Graham.” Office of Management and Budget. 5 November 2003
http://www.whitehouse.gov/omb/inforeg/bio.html

http://www.ncpa.org/prs/adv/2001/ma01dec18.html


http://yosemite.epa.gov/oar/globalwarming.nsf/content/emissions.html

Hummer http://www.hummer.com


Eleven-Sentence Paragraph Structure Sheet

1. Topic Sentence (always indent first): This sentence makes one specific point that will be explained and supported with the rest of this paragraph. If this sentence is a response to a question, then the question should be restated in this sentence (a declarative sentence) with a basic answer provided.

2. First Supporting Sentence: This sentence begins with a transition phrase to make it stand out and to establish good organization (“First” or “To begin”), followed by a comma. It then makes the first point to support the topic sentence.

3. Example Sentence 1: This sentence begins with a transition phrase to show it is an example of what is stated in the first supporting sentence (“For example” or “For instance”), followed by a comma. It then provides an example to help show the first main supporting point.

4. Expansion Sentence 1: This sentence expands on the example or provides further explanation of it. A transition phrase is not necessary here.

5. Second Supporting Sentence: This sentence begins with another transition phrase to emphasize that it is the second supporting point (“Second” or “Next”), followed by a comma. It then makes the second point to support the topic sentence.

6. Example Sentence 2: This sentence begins with a transition phrase to show it is an example of the second supporting sentence (“For example” or “For instance”), followed by a comma. It then provides an example to help show the second supporting point.

7. Expansion Sentence 2: This sentence expands on the example or provides further explanation of it. A transition phrase is not necessary here.

8. Third Supporting Sentence: This sentence begins with another transition phrase to emphasize that it is the third and final supporting point (“Third” or “Last” or “Finally”), followed by a comma. It then makes third and strongest point to support the topic sentence. Save the best for last!

9. Example Sentence 3: This sentence begins with a transition phrase to show it is an example of the third supporting sentence (“For example” or “For instance”), followed by a comma. It then provides an example to help show the second supporting point.

10. Expansion Sentence 3: This sentence expands on the example or provides further explanation of it. A transition phrase is not necessary here.

11. Concluding Sentence: This sentence concludes the paragraph by reemphasizing the topic sentence and branching off to one final and thought-provoking point. Write a compound sentence with a comma and conjunctive adverb such as “however” (preceded by a semi-colon) to join the two parts or begin the sentence with a subordinating conjunction such as “Although” and be sure to join the two parts with a comma.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________;
however, __________________________________________.

OR

Although __________________________________________; ______
______________________________________________________________________________________.
Question: Which of Ray Bradbury’s predictions about social behavior in *Fahrenheit 451* have come true in today’s society?

Though Ray Bradbury wrote *Fahrenheit 451* in the 1940s, several predictions he made about social behavior in the book have come true in today’s society. First, even though TV shows were still a new concept when Bradbury wrote his book, Bradbury predicted people’s obsession with mindless TV shows. For example, Mildred Montag’s favorite television show consists of people talking and arguing over nothing. This format is very similar to the reality shows that are so popular today, where people fight and cause pointless drama, as in *Jersey Shore*. Next, Bradbury predicts that people will become so addicted to technology that they will not be able to hold reasonable discussions with one another. For instance, everyone in *Fahrenheit 451*’s society keeps seashell thimble radios in his or her ears that play constant music or advertisements, which causes each person to lose basic communication skills. In today’s society, so many young people constantly wear ear buds, which are distractions to conversation. Finally, Bradbury’s most disturbing prediction is that young people will kill other young people emotionlessly. For example, there have been so many tragic incidents where students kill other students in school shootings or in drive-bys. As so many of Bradbury’s predictions in *Fahrenheit 451* have come true in today’s society, it makes people wonder if they are on track to become exactly like the society in Bradbury’s book.
Some words in the English language tend to be overused and therefore weaken one’s writing. These words are referred to as DEAD WORDS. Below is a list of dead words and some interesting alternatives. **This list is not limited to just these words!**

<table>
<thead>
<tr>
<th>DEAD WORDS</th>
<th>ALTERNATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YOU</strong></td>
<td><strong>THERE ARE NO ALTERNATIVES! WE DO NOT WRITE IN SECOND PERSON!</strong></td>
</tr>
<tr>
<td>a lot, lots</td>
<td>Numerous, heaps, many scores, innumerable, much a great deal, many times, often</td>
</tr>
<tr>
<td><strong>YOU</strong></td>
<td><strong>THERE ARE NO ALTERNATIVES! WE DO NOT WRITE IN SECOND PERSON!</strong></td>
</tr>
<tr>
<td>a lot, lots</td>
<td>Numerous, heaps, many scores, innumerable, much a great deal, many times, often</td>
</tr>
<tr>
<td><strong>also</strong></td>
<td>Too, moreover, besides*, as well as, in addition to</td>
</tr>
<tr>
<td>awesome, cool,</td>
<td>fine, wonderful, marvelous, fantastic, excellent</td>
</tr>
<tr>
<td>rad</td>
<td>dreadul, alarming, frightful, terrible, horrid, shocking</td>
</tr>
<tr>
<td>*<strong>beside versus</strong></td>
<td><strong>Beside and besides are quite commonly confused with one another despite</strong></td>
</tr>
<tr>
<td>besides</td>
<td><strong>their different definitions. Even though they are spelled almost the same,</strong></td>
</tr>
<tr>
<td></td>
<td><strong>they are not used in the same way.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Basic Difference Between “Beside” and “Besides”</strong></td>
</tr>
<tr>
<td></td>
<td>Beside, without the s, tells us the location of something.</td>
</tr>
<tr>
<td></td>
<td>Besides, on the other hand, means “in addition,” “in addition to,”</td>
</tr>
<tr>
<td></td>
<td>“moreover,” or “as well,” depending on context.</td>
</tr>
<tr>
<td><strong>but</strong></td>
<td>however, moreover, yet, still, nevertheless, though, although, on the other had</td>
</tr>
<tr>
<td>fun</td>
<td>pleasant, pleasurable, amusing, entertaining, jolly</td>
</tr>
<tr>
<td>funny</td>
<td>amusing, comical, laughable, jovial, strange, peculiar, unusual</td>
</tr>
<tr>
<td>got, get</td>
<td>received, obtained, attained, succeed in</td>
</tr>
<tr>
<td><strong>good</strong></td>
<td>excellent, exceptional, fine, marvelous, splendid, superb, wonderful</td>
</tr>
<tr>
<td>great</td>
<td>wonderful, outstanding, marvelous, fantastic, excellent</td>
</tr>
<tr>
<td><strong>guy</strong></td>
<td>man, person, fellow, boy, individual, human being</td>
</tr>
<tr>
<td>have to</td>
<td>need to, must</td>
</tr>
<tr>
<td>kid</td>
<td>child, boy, girl, youngster, youth, teen, teenager, adolescent, student</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>like</td>
<td>such as, similar to, similarly</td>
</tr>
<tr>
<td>mad</td>
<td>angry, frustrated, furious, incensed, enraged, irate</td>
</tr>
<tr>
<td>nice</td>
<td>pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing</td>
</tr>
<tr>
<td>pretty</td>
<td>attractive, comely, beautiful</td>
</tr>
<tr>
<td>scared</td>
<td>afraid, fearful, terrified, frightened</td>
</tr>
<tr>
<td>so</td>
<td>this, according, therefore</td>
</tr>
<tr>
<td>then</td>
<td>first, second, next, later, finally, afterwards, meanwhile, soon</td>
</tr>
<tr>
<td>very</td>
<td>extremely, exceedingly, fantastically, unusually, incredibly, intensely, truly, fully, especially, shockingly, bitterly, immeasurable, infinitely, severely, surely, mightily, powerfully, chiefly</td>
</tr>
</tbody>
</table>

**Phrases Not to Use**

1. **I believe, I feel, I think, I know** It is your essay—a compilation of thoughts—so I already assumed these are your beliefs, feeling, thoughts, and knowledge. Do not insult my intelligence!
2. **And also** This is often redundant.
3. **And/or** Outside of the legal world, most of the time this construction is used, it is neither necessary nor logical. Try using one word or the other.
4. **As to whether** The single word *whether* will suffice.
5. **Basically, essentially, totally** These words seldom add anything useful to a sentence. Try the sentence without them and, almost always, you will see the sentence improve.
6. **Being that or being as** These words are a non-standard substitute for *because*. **Being that** Because I was the youngest child, I always wore hand-me-downs.
7. **Considered to be** Eliminate the *to be* and, unless it's important who's doing the considering, try to eliminate the entire phrase.
8. **Due to the fact that** Using this phrase is a sure sign that your sentence is in trouble. Did you mean *because*? **Due to** is acceptable after a linking verb (The team's failure was due to illness among the stars.); otherwise, avoid it.
9. **Each and every** One or the other, but not both.
10. **Now and days** One or the other, but not both.
11. **Equally as** Something can be *equally important or as important as*, but not *equally as important*.
12. **Etc.** This abbreviation often suggests a kind of laziness. It might be better to provide one more example, thereby suggesting that you could have written more, but chose not to. In this class, writers do not use *etc.* in formal writing.
13. **He/she** is a convention created to avoid gender bias in writing, but it doesn't work very well and it becomes downright obtrusive if it appears often. Use *he or she* or pluralize (where appropriate) so you can avoid the problem of the gender-specific pronoun altogether.
14. **Firstly, secondly, thirdly...** Number work with *first, second, third...* and not with these adverbial forms.
15. **Got** Many writers regard *got* as an ugly word, and they have a point. If you can avoid it in writing, do so. I have got to *must* begin studying right away. I have got two pairs of sneakers.
16. **Had ought or hadn’t ought**. Eliminate the auxiliary *had*. You hadn't ought not to pester your sister that way.
17. **Interesting** One of the least interesting words in English. If you *show* us why something is interesting, you are doing your job.
18. **In terms of** Eliminate this phrase.
19. **Irregardless** No one word will get you in trouble with the boss faster than this one.
20. **Kind of** or **sort of**. These are OK in informal situations, but in formal academic prose, substitute *somewhat, rather or slightly*. We were kind of rather pleased with the results.

21. **Literally** This word might be confused with *literarily*, a seldom used adverb relating to authors or scholars and their various professions. Usually, though, if you say it's "literally a jungle out there," you probably mean *figuratively*, but you're probably better off without either word.

22. **Lots** or **lots of** In academic prose, avoid these colloquialisms when you can use *many* or *much*.

23. **Just** Use only when you need it, as in *just the right amount*.

24. **Nature** See if you can get rid of this word. Movies of a violent nature are probably just violent movies.

25. **Necessitate** It's hard to imagine a situation that would necessitate the use of this word.

26. **Of** Don't write would of, should of, could of when you mean would have, should have, could have.

27. **On account of** Use *because* instead.

28. **Only** Look out for placement. Don't write "He only kicked that ball ten yards" when you mean "He kicked that ball only ten yards."

29. **Orientate** The new students become oriented, not orientated. The same thing applies to *administrate* -- we administer a project.

30. **Per** Use *according to* instead. We did it per your instructions? Naah. (This word is used frequently in legal language and in technical specifications, where it seems to be necessary and acceptable.)

31. **Plus** Don't use this word as a conjunction. Use *and* instead.

32. **Point in time** Forget it! *At this time or at this point or now* will do the job.

33. **Previous** as in "our previous discussion." Use *earlier* or nothing at all.

34. **So as to** Usually, a simple *to* will do.

35. **Suppose to, use to**. The hard "d" sound in *supposed to* and *used to* disappears in pronunciation, but it shouldn't disappear in spelling. "We used to do that" or "We were supposed to do it this way."

36. **The reason why is because.** *Deja vu* all over again!

37. **Thru** This nonstandard spelling of *through* should not be used in academic prose.

38. **'Til** Don't use this word instead of *until* or *till*, even in bad poetry.

39. **Try and** Don't try *and* do something. Try *to* do something.

40. **Thusly** Use *thus* or *therefore* instead.

41. **Utilize** Don't use this word where *use* would suffice. (Same goes for *utilization*.)

42. **Very, really, quite (and other intensifiers)** Like *basically*, these words seldom add anything useful. Try the sentence without them and see if it improves.

43. **Is when, is because...** Do not use this construction in your writing.

44. **What is another word for thing?** Go to: [https://www.wordhippo.com/what-is/another-word-for/thing.html](https://www.wordhippo.com/what-is/another-word-for/thing.html)


“How texting can help families talk.”


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Discussion Questions for Book Groups

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1. How did you experience the book? Were you engaged immediately, or did it take you a while to "get into it"? How did you feel reading it—amused, sad, disturbed, confused, bored?

2. Describe the main characters—personality traits, motivations, and inner qualities.
   • Why do characters do what they do?
   • Are their actions justified?
   • Describe the dynamics between characters (in a marriage, family, or friendship).
   • How has the past shaped their lives?
   • Do you admire or disapprove of them?
   • Do they remind you of people you know?

3. Are the main characters dynamic—changing or maturing by the end of the book? Do they learn about themselves, how the world works and their role in it?

4. Discuss the plot:
   • Is it engaging—do you find the story interesting?
   • Is this a plot-driven book—a fast-paced page-turner?
   • Does the plot unfold slowly with a focus on character?
   • Were you surprised by complications, twists and turns?
   • Did you find the plot predictable, even formulaic?

5. Talk about the book's structure.
   • Is it a continuous story...or interlocking short stories?
   • Does the time-line move forward chronologically?
   • Does time shift back & forth from past to present?
   • Is there a single viewpoint or shifting viewpoints?
   • Why might the author have chosen to tell the story the way he or she did?
   • What difference does the structure make in the way you read or understand the book?

6. What main ideas—themes—does the author explore? (Consider the title, often a clue to a theme.) Does the author use symbols to reinforce the main ideas? Our culture uses symbols everyday. They are ubiquitous. Conventional symbols would include a ring for love and marriage, a flag for a nation and patriotism, a heart for love, an owl for wisdom, a scepter for power and monarchy. Symbols can carry tremendous emotional power such as an eagle, the Grim Reaper, a serpent. To learn more about symbols, go to http://www.litlovers.com/litcourse-course9-lecture?showall=&limitstart=

7. What passages strike you as insightful, even profound? Perhaps a bit of dialogue that's funny or poignant or that encapsulates a character? Maybe there's a particular comment that states the book's thematic concerns? Look up the word poignant if it is a new tier 3 word for you.

8. Is the ending satisfying? If so, why? If not, why not...and how would you change it?

9. If you could ask the author a question, what would you ask? Have you read other books by the same author? If so how does this book compare. If not, does this book inspire you to read others?

10. Has this novel changed you—broadened your perspective? Have you learned something new or been exposed to different ideas about people or a certain part of the world?
1. Chase Ambrose has amnesia due to a fall from the roof. He can remember some things—like how to talk. He doesn’t remember other things—like his own name. He doesn’t recognize his parents. He has one memory of a girl in a blue dress, but no idea who she is. How would you feel if this (memory loss) happened to you?

2. Shoshanna Weber’s brother has been sent to a boarding school because he was the target of school bullies. And the biggest bully of all was none other than Chase Ambrose. Yet when he sees Shoshanna after his accident, he actually smiles at her. How would you feel if you were Shoshanna?

3. Chase discusses the yogurt-over-the-head incident with his mother (20-21). Do you think his mother is being entirely honest with him?

4. At school Chase meets his friends again. What do you think of them?

5. Since his accident, what are the first indications of major changes in Chase?

6. In the principal’s office Chase sees two framed photographs—one of himself and one of his father. In these pictures, both were captains of the state champion football team. How might have Chase felt about these photos before his accident? What do you think he feels now?

7. What do you think about Dr. Fitzwallace’s conversation with Chase? Do you agree with him that the accident, while terrible, may also provide Chase with an opportunity?

8. Brendan Espinoza was bullied by Chase and his gang almost as much as Shoshanna’s brother. What do you think makes him ask Chase to be the cameraman for his YouTube video stunt?

9. At the park, Chase sees his half-sister, Helene. What do you think about her reaction to Chase? What do you think about his father’s comments?

10. Chase realizes that he has been famous at Hiawassee Middle School, yet some students seem afraid of him. Chase can’t understand what he has done. Explain the difference in the explanations between Aaron and Bear and his mom. How would you feel if you learned that you had been arrested for your actions? Who should Chase believe?

11. At the car wash the manager immediately jumps to the conclusion that the stunt was Chase’s idea/fault until Brendan explains the truth. Is the manager’s conclusion justified?

12. What do you think of Chase joining the video club? What do you think of Shoshanna’s reaction to Chase becoming a member of the video club?

13. Chase attends a football game but this time he is a member of the video club. What do you think about his interactions with his dad? With Helene? Watching the game, Chase’s memory about how to play begins to return. Do you think Helene has forgotten the teddy bear incident? Do you agree with Chase’s analysis: “Helene is perfectly happy now. No harm, no foul” (67).

14. After the game, Chase goes to the locker room for interviews. Compare the reaction of the players to Chase’s questions to the answers they give Hugo.
15. Chase was exempt from his community service at the Portland Street Assisted Living Residence due to his accident. So why does he go back to do it?
16. After the pep rally incident, do you think that Chase has changed or, like Shoshanna, do you think he is still a “goon”?
17. Do you think Kimberly Tooley’s reason for joining the video club is a good one?
18. Aaron Hakimian asks the question: Is Chase Ambrose really the same person? What do you think?
19. As more memories return, Chase remembers bringing his older brother Johnny to school. What do you think about this memory? “I am starting to wonder if that person is still inside me, emerging from the darkness, bit by bit, along with my memories” (93-94). What do you think?
20. Are Chase and Mr. Solway alike or different? How and why?
21. “I hope I never hate anybody as much as that girl (Shoshanna) hates me” (101). Why does Chase say this and what does it show?
22. Shoshanna goes to meet Mr. Solway about her video project. She doesn’t get far with him and is astonished at the change in Mr. Solway when Chase arrives. Chase and Shoshanna become partners on the project. Should Shoshanna tell her brother and parents?
23. Ambrose tells Chase that he is taking Chase to a new doctor and then Chase will have his old life back. Should Chase agree to this plan? Is it a wise decision? Does Chase really want his old life back?
24. Chase suspects Aaron and Bear of stealing Mr. Solway’s Medal of Honor. Do you think he is correct?
25. The project with Mr. Solway and Chase has become the biggest thing in Shoshanna’s life – and yet she feels she can’t tell Joel. Do you agree with her? Do you agree with her new view of Chase or do you think her parents are correct?
26. Chase’s friendship with Shoshanna is growing. Even her family is beginning to believe that Chase is someone different now. But what is happening to his relationships with his other friends?
27. Bear and Aaron set up the incident to frame Chase. Why doesn’t Chase tell the truth to Dr. Fitzwallace? What do you think of his father’s attitude? Why does Chase regret his choices?
28. Although Chase “gets away” with the fire extinguisher incident, what is the cost?
29. When Chase gets the OK from the new doctor to play football again, does he have a choice? What are his choices?
30. What do you think about the revelation about who stole Mr. Solway’s Medal of Honor?
31. Brendan discovers the truth – with evidence – about Chase’s true actions in the fire extinguisher fiasco. What do you think will happen next?
32. Chase discovers the girl in the blue dress with the lace collar and the full memory of what happened came back to him. How with this memory make you feel?
33. What do you think of this statement made by Joel Weber just as Brendan shares the video evidence with him: “I’ve been victimized, but I don’t have to let that define me as a victim” (212).
34. In the end Chase tries to do the right thing and return the Medal of Honor. What obstacles does he face? What help does he have?
35. Chase takes full blame and ends up back in court. Does this seem fair? What do you think of the outcome?
36. Do you believe that Chase has really changed? Do you think he can ever live down his reputation as a bully?