

Lesson E. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

↔ **E-1.** Now that you have written the body of your essay, you are ready to write notes for an original* Opening Paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your essay.
 - a. Scripture passage (not for SAT or ACT writing) or other “words of wisdom”
 - b. Song
 - c. Story
 - d. Definition
 - e. Statistic
 - f. Quote that you want to include in your essay
 - g. Rhyme
 - h. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.)
- (2) In your notes, plan on what you will include in your Thesis Statement.* (You may tweak your original Thesis Statement to fit in your Opening Paragraph however you see fit.)
 - a. Remember, a **Thesis Statement is a statement that tells the “thesis” of your paper**--what your entire paper is about.
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It **may be at the very beginning of your Opening Paragraph or at the end of your Opening Paragraph.**
 - d. It **should bridge the gap between your catchy Opening Paragraph and the body** of your paper.
 - e. It should state your position clearly.
- (3) Write enough notes for 6-8 sentences on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your Opening Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your essay.

***Note: If you are used to writing Thesis Statements and Opening Paragraphs, you may experiment with putting your Thesis Statement later in your Opening Paragraph--even at the very end of your Opening Paragraph, if desired. Sometimes this helps the flow of your Opening Paragraph when you are using a story or other information in your Opening Paragraph that you want to keep all together--then follow all of this with the Thesis Statement.**

Opening Paragraph Type

At your level, you should be very deliberate in the types of Opening Paragraphs and Closing Paragraphs you write. In other words, you should plan each Opening Paragraph and Closing Paragraph specifically to your essay. You should not just ramble about your topic. Think critically about this essay and determine how you will open it. Write the type of Opening Paragraph (song, biography, definition, statistic, informative, etc.) you will use on the line provided.

Type of Opening Paragraph: _____

Notes for Opening Paragraph

↔ **E-2.** Follow these steps for writing your Opening Paragraph:

- (1) Write your Thesis Statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your Thesis Statement later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the essay you just wrote.

Lesson F. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

<> **F-1.** Now that you have written the body and Opening Paragraph of your essay, you are ready to write a Closing Paragraph.

- (1) Your Closing Paragraph will include a Thesis Statement “Reloaded.”
 - a. Remember, a **Thesis Statement “Reloaded”** is a statement that “closes” your paper--sums up what your entire paper is about.
 - b. It should be a sentence or two in length and should close your essay.
 - c. It **may be at the very beginning of your Closing Paragraph or at the end of your Closing Paragraph.**
 - d. It **should bridge the gap between your catchy Closing Paragraph and the body of your essay.**
 - e. It should leave your reader with a feeling of satisfaction after reading your paper.
 - f. It **may repeat something catchy from your opening or may repeat the title of your report or essay**, if desired.
 - g. Be sure your Thesis Statement “Reloaded” is not identical to your Thesis Statement---it should be “re-loaded” with the key words still in it.

Note: Just like the Opening Paragraph limitations for this type of essay, the Closing Paragraph will be somewhat limited in order to properly book-end your essay--with Strong Thesis Statements “Reloaded.”

- a. **Diligence Over Talent**--These are the things that cause men and women to try over and over, root for the underdog, and develop unseen skills. These are the things that made Edison, Genghis Khan, and Mike Holmgren successful.
 - b. **Talent Over Diligence**--It is a mistaken belief that any man can succeed in any thing on the basis of hard work. Diligence cannot compensate for talent in the myth of Prometheus and the creation of man. Success comes easier to people who are working in their talents according to the story of Sergeant York. Lastly, with the example of Adoniram Judson, we have explored how people with talents are more driven to succeed by those talents.
- (2) Write enough notes for 6-8 sentences on the lines provided, again not worrying about the order, having too much information, etc.
 - (3) You may just jot down some thoughts, references, etc., for your Closing Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your essay.

Note: If you are used to writing Thesis Statements “Reloaded” and Closing Paragraphs, you may experiment with putting your Thesis Statement “Reloaded” later in your Closing Paragraph--even at the very end of your Closing Paragraph, if desired. Sometimes this helps the flow of your Closing Paragraph when you are writing a story or other information in your Closing Paragraph that you want to keep all together--then follow this with the Thesis Statement “Reloaded.”

Closing Paragraph Type

At your level, you should be very deliberate in the types of Opening Paragraphs and Closing Paragraphs you write. In other words, you should plan each Opening Paragraph and Closing Paragraph specifically to your essay. You should not just ramble about your topic. Think critically about this essay and determine how you will close it. Write the type of Closing Paragraph (song, biography, definition, statistic, informative, etc.) you will use on the line provided.

Type of Closing Paragraph: _____

Notes for Closing Paragraph

↔ **F-2.** Follow these steps for writing your Closing Paragraph:

- (1) Write an opening sentence (Thesis Statement “Reloaded”) at the beginning of your Closing Paragraph that tells what your essay was about. (Or plan to put your Thesis Statement “Reloaded” later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write that sentence down.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the essay you just wrote.

Lesson G. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **G.** Use the Checklist Challenge that follows this week's lesson to edit your essay.

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) **Highlight (or code) each revision in your rough draft paper** as directed by your teacher.
- (4) **Check off (or code) each item's check box on the checklist Challenge** for this week.

Note: If you are not familiar with CI's Checklist Challenge, and you feel that you need more help on it than this upper level book provides, you may desire to secure a first semester MC book for levels four through nine or the *Character Quality Language Arts Teacher's Guide*--both of which contain detailed lessons on the How To's of the Checklist Challenge.

Note: Notice that after several tasks of the Checklist Challenge, the items start to contain words like "If you have already done this, highlight the word or sentence in your paper and highlight the check box(es) as directed by your teacher." When you start to see these words, you may just locate the items in your paper and code them for your teacher rather than adding more of them. Be sure you code the items in your paper and in the task list of the CC Chart.

Lesson H. Composition: Final Copy Persuasive Essay

<> **H-1.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.

<> **H-2.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

Note: All of the Sample Boxes for the other POSITION (talent over diligence) are provided in the following pages.

Talent Over Diligence Sample Pages

Sample Brainstorming Box--Opposite View: Talent Over Diligence

Topic: Talent leads to success more than diligence

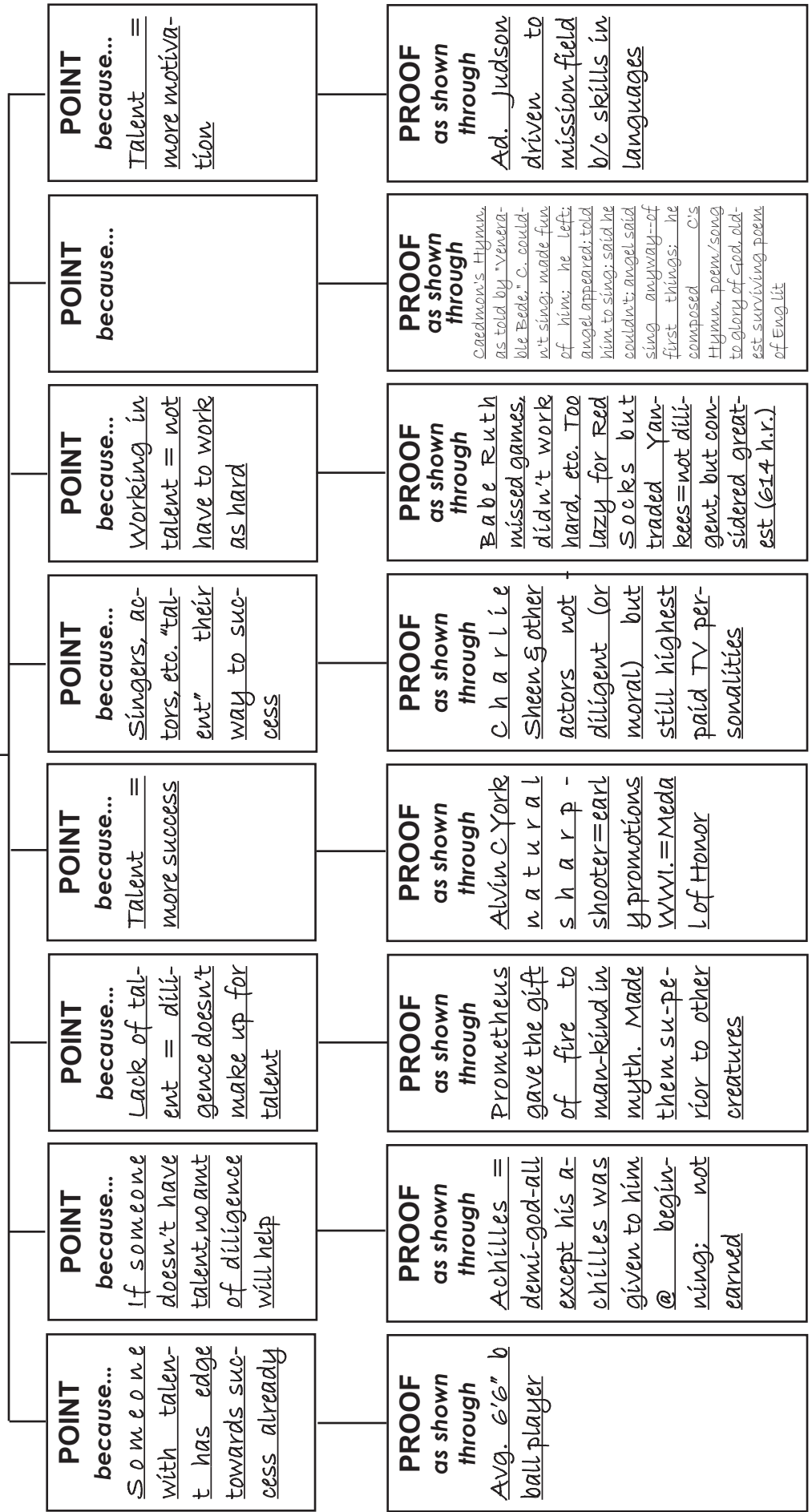
- Talent = edge towards success
- Average b-ball player 6'6"
- Ppl like talented ppl
- Charlie Sheen
- Not have to work as hard if talented
- Singers "talent" way to success
- It's who you know = success
- Achilles = magically given everything
- Caedmon's Hymn magically given talent
- Talent leads to perserverance (not give up)
- Babe Ruth - Red Sox → Yankees → lazy 614
- No talent = lack of dilience/motivation
- American Idol
- Great Gatsby
- Alvin C. York = natural sharpshooter promoted early in WWI = Medal of Honor
- Titan Prometheus → fire to humans = superior to animals

Sample Box for A-3

Sample Mapping Exercise: Opposite View--Talent Over Diligence

Sample for B-3

POSITION
Talent determines success
more than diligence



Sample POINTS/ PROOFS Box--Opposite View: Talent Over Diligence

- My POSITION: Talent determines success more than diligence
- My three POINTS (REASONS) and PROOFS (EVIDENCES) for each one:

POINT 1: ...**because** Sometimes a lack of talent cannot be compensated by diligence

PROOF correlating with POINT 1: ...**as shown through** Prometheus gave the gift of fire to mankind. This made them superior to the other creatures.

POINT 2: ...**because** If you are talented, success requires less work

PROOF correlating with POINT 2: ...**as shown through** Alvin C. York was a natural sharp shooter. This led to early promotions in his military career during WWI

POINT 3: ...**because** A person with talent is more driven to succeed than a person without talent

PROOF correlating with POINT 3: ...**as shown through** Adorniram Judson was driven to become a missionary because of his skills in languages.

Sample Box for B-5

Talent Leads to Success More Than Diligence Sample Outline

Paragraph 1: Opening

Sentence 1: Stories of underdog special place

Sentence 2: Stories encourage “average” can reach pinnacle of success

Sentence 3: This pattern not the case “real world”

Sentence 4: Diligence has place, talent determines success

Sentence 5: Lack talent cannot be compensated by diligence—Prometheus

Sentence 6: Talented people easier to succeed—Alvin C. York

Sentence 7: Talented person more driven—Adoniram Judson

Paragraph 2--POINT A: ...because Diligence does not make up for lack of talent

PROOF A: ...as shown through Prometheus shows talent a gift--gift of fire

Sentence 1: Most time, lack talent cannot be compensated by hard work

Sentence 2: Greek myth, Prometheus & Epimetheus make creatures for Zeus

Sentence 3: Epimetheus created animals, gave gifts, Prometheus made man

Sentence 4: Make man superior to others, Prometheus stole fire from gods

Sentence 5: Humans not deserve, but theirs anyways, other creatures couldn't tip scale

Sentence 6: Man superior cause given—talent—fire.

Sentence 7: Prometheus punished, tied Caucasus Mts. tortured

Paragraph 3--POINT B: ...because Talent makes all easier

PROOF B: ...as shown through Alvin C. York natural sharpshooter--WWI promotions

Sentence 1: World more familiar, Alvin York born Pall Mall Tennessee

Sentence 2: Marksman, pacifist

Sentence 3: York drafted, Wilson declares war

Sentence 4: Excelled in shooting @ boot camp, promoted to corporal

Sentence 5: Shooting, presence of mind, won him fame in Battle of Argonne Forest

Sentence 6: York's talent made success easier

Paragraph 4--POINT C: ...because Talent gives people motivation to achieve

PROOF C: ...as shown through Adoniram Judson skilled in languages, drove him to succeed

Sentence 1: Talented person more driven

Sentence 2: Man journeyed across world to Burma

Sentence 3: Judson great Greek & Latin student

Sentence 4: Judson read book “quote”

Sentence 5: Talent in linguistics drove him to missionary & translators

Sentence 6: Hard life, author/translator of dictionary, grammar, and Bible in Burmese

Sentence 7: Gifting in languages drove to success

Paragraph 5: Closing

Sentence 1: Hope strongly made case for talent over diligence

Sentence 2: Mistake to think any man succeed by diligence

Sentence 3: Diligence cannot compensate in tale of Prometheus

Sentence 4: Success comes easier for people working in talents –Sergeant York

Sentence 5: Adoniram Judson—talents more driven to succeed

Sentence 6: Will you depend of diligence or use talents to succeed.

Sample Outline for B-8

Sample Essay: Opposite View--Talent Over Diligence

Stories of the hardworking underdog prevailing over the mighty foe have a special place in the hearts of men. Stories of the too old, too young, too small, and too weak diligently working and reaching the pinnacle of success encourages us “average” that we can do the same. This pattern, however, is not usually the case in our “real world.” Diligence has its place, but talent determines success far more than diligence. In this essay, I will show how a lack of talent cannot be compensated for by diligence in the mythological tale of the creation of man by the Titan Prometheus; how talented people require less work to reach success in the story of the World War I hero Alvin York; how a talented person will be more driven to succeed by that talent in the life of translator and missionary Adoniram Judson. **[Opening Paragraph]**

Most of the time, a lack of talent cannot be compensated for by hard work. In the Greek myth of the creation of man, Zeus had the Titan brothers Prometheus and Epimetheus make creatures to fill his newly-created earth. Epimetheus quickly created all the animals and gave them special gifts of flight, speed, and strength while Prometheus slowly crafted a being in the likeness of the gods. In order to make his creation superior to those of his brother, Prometheus stole the gift of fire from the gods and gave it to man. Humans never did anything to deserve fire, but it was theirs, nonetheless, and nothing the other creatures could do would tip the scale. Man was superior because of what he'd been given—you might call this a talent—to be able to handle fire. As for Prometheus, he was severely punished for the theft of the fire and was chained in the Caucasus Mountains and tortured. **[PoB-A]**

Moving into a world more familiar to us, Alvin C. York was born and raised in Pall Mall, Tennessee. He was a skilled marksman--and a pacifist. York was drafted into military service upon President Woodrow Wilson's declaration of war on Germany, which entered the United States into “The War to End all Wars”—the conflict known to us today as World War I. York excelled at shooting in boot camp, and before seeing any action, he was offered a promotion to corporal—an honor that was not offered to his peers. Later on, it was his skilled shooting and presence of mind that would win him international fame and many medals for his astonishing exploits at the Battle of the Argonne Forest. York's talent made his success in the military easier to achieve than it was for the countless other “diligent” draftees whose names are lost in the shadow of Sergeant York. **[PoB-B]**

Finally, the talented are more driven to succeed simply because of their talent. A prime example of this point is a man who not only crossed the Atlantic Ocean on his way to success, as York did, but journeyed across the world to a mysterious land called Burma. Adoniram Judson was a phenomenal student of Greek and Latin at Brown University and Andover Theological Seminary. When reading a book about the peoples of the east, Judson wrote, “Must not all foreign missionaries be translators? And who has more aptitude for languages than I?” It was his talent in linguistics that drove him to become a missionary and translator to the Burmese. After a lifetime of “sorrow, loss, and pain,” as he said, he was the author and translator of an English-Burmese dictionary, a book of Burmese grammar, and a translation of the Bible in the Burmese tongue. His gifting in languages drove him to success. **[PoB-C]**

I hope I have strongly made the case of talent as a means to success over diligence. It is a mistaken belief that any man can succeed in any thing on the basis of hard work. Diligence cannot compensate for talent in the myth of Prometheus and the creation of man. Success comes easier to people who are working in their talents according to the story of Sergeant York. Lastly, with the example of Adoniram Judson, we have explored how people with talents are more driven to succeed by those talents. Now, will you be the face in the crowd that relies on diligence as his vehicle for success, or will you be the one on the stage who used your talents to succeed? **[Closing Paragraph]**

Sample Box for B-8