

# Weeks 6 & 7: Original “Biographical” Essay--Three Great Achievements

## 3 P’soB Plus Opening Paragraph and Closing Paragraph

### Overview of Original “Biographical” Essay Using 1-3-1 Approach

This week we will continue to learn about non-persuasive essay writing (using the Sentence-by-Sentence Outlining method) with the 1-3-1 Paragraph Essay Approach. Again, expository essay writing explains to the reader (or “exposes” him to information)—but without all of the statistics and data that more research-based informative writing contains.

This Overview Box has “biographical” written in quotation marks because a “Biographical” essay is often biographical in that it is about a person—but not necessarily about his whole life. Remember, an essay usually has a “slant.” In a “Biographical” essay, your slant will be whatever you want to make your readers believe or think. For this essay, you want your reader to agree that your person promoted peace.

#### I. TOPIC OF ESSAY

You will be writing an **Expository Essay** about **three things that one individual did to promote peace.**

You may choose one given below or others.

##### A. Solon of Athens

1. Freed those sold into slavery because of debts
2. Didn’t take all property away from rich
3. The father of democracy

##### B. Jean Henry Dunant

1. Parents taught him the need to help others
2. Helped wounded at the battle of Solferino
3. Founded the Red Cross

##### C. George Washington

1. Pushed for religious freedom for Jews and Catholics
2. Would not become a dictator
3. Kept America out of war when President

##### D. Harry Truman

1. Aided countries fighting communism
2. Aided defeated enemies Germany and Japan
3. Supported Israel becoming a nation

##### E. Anwar Al-Sadat

1. President of Egypt who visited his nation’s arch-enemy Egypt
2. Signed a lasting peace treaty between Israel and Egypt
3. Was assassinated by terrorists for bringing peace

##### F. Your choice

#### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 Paragraphs** for the Body (P’soB).

#### III. SENTENCES PER PARAGRAPH

A. **Basic** students will write **5-7 sentences per paragraph.**

B. **Extension** students will write **6-8 sentences per paragraph.**

**\*Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any CI writing assignment, with your teacher’s permission.**

#### IV. OPENING PARAGRAPH

Students **will not** write an **Opening Paragraph.** You will add an Opening Sentence or two at the beginning of your essay (Thesis Statement).

#### V. CLOSING PARAGRAPH

Students **will not** write a **Closing Paragraph.** You will add a closing sentence or two at the end of our essay (Thesis Statement “Reloaded”).

#### VI. SOURCES

Students will not cite sources, but may use sources to find information about their chosen actions/person if needed or desired.

#### VII. QUOTATIONS WITHIN YOUR ESSAY

Students **are** assigned the addition of at least one quote. Any added quotes will **not** have to be formally cited; you may just include the author of the quote, if desired.

#### VIII. WRITE ON/ADDITIONAL SKILLS

Students will learn various ways to **open and close an essay.**

A. **1-3-1 Essay Approach (“Five Paragraph” Approach)**

B. **Quotation Punctuation and Capitalization**

C. **Transitions**

D. **Thesis Statement (Without Opening Paragraph)**

E. **Thesis Statement “Reloaded” (Without Closing Paragraph)**

**Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).**

# Lesson A. Study Skills/Prewriting: The 1-3-1 Paragraph Approach

There are many ways to write Expository Essays. We will learn the 1-3-1 Essay Approach this week—while writing original paragraphs for a “three actions” Biographical Essay. We will continue with the one-topic-per-paragraph method that you wrote from via the Sentence-by-Sentence Outline earlier.

## Three Topics—One-Topic-Per-Paragraph

1. In this type, an Opening Paragraph (or opening sentence) introduces a major topic of which you will be writing about three “sub-parts” in the body of your paper. In this case, your topic will be three peaceable actions—and each paragraph will be about a different action.
2. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one.**
3. In this method, you do not need as much information in your head about one topic—but rather smaller amounts of information about three topics.

However, this time, **you will only write three paragraphs** (three P’soB)—**and then you will add an Opening Sentence or two and a Closing Sentence or two.**

We will call this the 1-3-1 Essay Approach (or the “almost” Five Paragraph Essay). You might wonder why you would even need to learn how to write an essay that does not have a complete Opening Paragraph and a complete Closing Paragraph.

There are a **couple of reasons that you need to learn to write the 1-3-1 Essay:**

1. There are **times in which you need to be more concise.** In these instances, it is usually advantageous to write three strong Paragraphs of Body—and **simply introduce and close those paragraphs with a sentence or two rather than with complete paragraphs.**
2. In addition to conciseness, there will also be **instances in which time will not permit you to write full Opening and Closing Paragraphs.** Specifically, this often happens in testing situations or timed contests. In those situations, it is often better to write your best **three P’soB and add a Thesis Statement and a Thesis Statement “Reloaded.”**

We call all of these types of essays **1-3-1 Essays.** This indicates that you could do either approach (but you will always do whichever approach is assigned):

1. **1 Opening Sentence + 3 P’soB + 1 Closing Sentence = 1-3-1**

OR

2. **1 Opening Paragraph + 3 P’soB + 1 Closing Paragraph = 1-3-1**

Of course, when you do more advanced MC books, you will write even longer essays—and we will no longer call those Five Paragraph or 1-3-1 Essays. But you do not need to concern yourself with those yet. **One step at a time—that is how all challenging skills are learned!**

In a nutshell, your Original 1-3-1 Expository “Biographical” Essay will look like this:

1---1 **Opening Sentence** (or two, if needed!)

3—3 Paragraphs of Body (**P’soB**)---one paragraph about each **peace-able action** you choose

1---1 **Closing Sentence** (or two, if needed!)

## Lesson B. Research and Study Skills: Research for Original Expository Essay/Design “Working” Thesis Statement

A Thesis Statement is a statement declaring what your entire paper is going to be about. This is similar to when you learned how to write the opening sentence of a paragraph—a sentence that tells what your entire paragraph is about.

However, in the case of a **Thesis Statement**, you will not just write what one paragraph is about—but **you will write what the entire essay is going to be about.**

For instance, if you were writing an opening sentence about one of your paragraphs about Al-Sadat visiting Egypt’s arch-enemy Israel, you might say *Anwar Al-Sadat first began promoting peace by visiting Egypt’s arch-enemy Israel.*

However, you can not use that sentence for the Thesis Statement of your entire essay because it only tells what the one paragraph is about—the paragraph about visiting Egypt. **The Thesis Statement must tell what the entire essay is about.**

For example, *Anwar Al-Sadat lived out this quote in three major actions he did or had done to him: he visited Egypt’s arch-enemy Israel, signed a lasting peace treaty between Israel and Egypt, and was assassinated by terrorists for bringing peace.*

<> **B-1.** Now that you have thought about your person and possibly researched him or her, you are probably ready to write a “Working” Thesis Statement about them. Consider these tips when you design your Thesis Statement:

1. **Write one sentence that tells the reader what your essay is about.**
2. Be sure it **includes all aspects of your essay.**
3. Tell your reader what you plan to include in your essay (to a small extent, if desired).
4. Do **not** say, *In this essay, you will learn about....or In this essay, I will tell you about...*

### Sample "Working" Thesis Statement

*Anwar Al-Sadat lived out this quote in three major actions he did or had done to him: he visited Egypt's arch-enemy Israel, signed a lasting peace treaty between Israel and Egypt, and was assassinated by terrorists for bringing peace.*

My "Working" Thesis Statement for this essay: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** If you do not feel prepared to write your "Working" Thesis Statement at this time, you may skip this assignment and come back to it after you complete B-2.

↔ **B-2. Optional:** If you do not already know the three peaceable actions that you would like to write about, research online and fill in the Directed Brainstorming Box provided (Optional Box B-2).

### Directed Brainstorming Box

**Person:** \_\_\_\_\_

**First Peaceable Action**

**Second Peaceable Action**

**Third Peaceable Action**

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**Optional Box B-2**

# Lesson C. Write On: Quotations

You are assigned the addition of at least one quotation in this project. You will want to learn even more about quotations in order to do this well.

## Punctuating Quotes

1. Always put periods and commas **inside** a closing quotation mark.
  - a. He said, “Old soldiers never die; they just fade away.”
  - b. “Old soldiers never die; they just fade away,” he said.
2. Put a question mark or exclamation point inside the closing quotation mark only if **it is part of a quotation**; otherwise, the question mark or exclamation point should be placed outside the closing quotation mark:
  - a. “Is he coming over?” they asked. (Place the question mark **inside** the closing quotation mark since the question mark is part of the quotation.)
  - b. “Watch out!” he exclaimed. (Place the exclamation point **inside** the closing quotation mark since the exclamation point is part of the quotation.)
  - c. Did you read the article titled “Baby Games”? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation. It is not part of the minor work [that is shown with quotation marks] but is the end mark for the entire sentence.)
3. When quotation marks show a partial quotation or a minor work and a comma follows the quoted material, **place the comma inside the closing quotation mark**:
  - We should read the article titled “Baby Games,” and we should plan the activities.
4. When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period should be placed inside the closing quotation mark--but not exclamation points or question marks**:
  - a. I read the article entitled “Daily Devotional.”
  - b. Did you read the article entitled “Daily Devotional”? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation--not part of the minor work [that is shown with quotation marks] but punctuation for the entire sentence.)

## Speech Tags

1. A speech tag (words showing who the speaker is) can come before or after the quotation. (Speech tags are **not** surrounded by quotation marks.)
  - **She said,** “He is kind.”
  - “He is kind,” **she said.**
2. When a speech tag comes at the beginning of a quotation, a comma should follow the speech tag:
  - Father **said,** “Get all of your jobs done.”
3. Use a comma at the end of a declarative quotation instead of a period even if a complete sentence (in quotation marks) comes before the speech tag: “I read it,” he said.
  - a. A sentence may only have one period.
  - b. You must use a comma inside closing quotation marks in a sentence with an ending speech tag--not a period (since your sentence already contains a period at the end of it--after the ending speech tag).
4. When a speech tag comes at the end of a question or exclamatory quotation, a question mark or exclamation point should be placed before the speech tag, inside the closing quotation mark (assuming that the question mark or exclamation point is part of the quote). A sentence with a quote **may** contain both a question mark or exclamation point (in the quote) and a period at the end of the sentence--just not two end mark periods.
  - a. “Have you read it?” asked Donna.
  - b. “Watch out!” Ray shouted.

<> **C-1.** Study the Quote Boxes provided to learn how to include basic quotations in your outline then in the body of your essay.

### **General Quote Inclusion in Outline**

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
4. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.

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### Citation Examples for "People" Quotes in Outline (Already Quoted in the Source)

- A. If your quote is by a person, you may just include that person's name, if you and your teacher agree that this is all the information you need.

#### *Example on Outlining Lines:*

"Peace, like charity, begins at home." Franklin D. Roosevelt

- B. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

#### *Example on Outlining Lines:*

"I will prepare and some day my chance will come." Abraham Lincoln, sixteenth U. S. President

### Citation Examples for "Book" Quotes in Outline (Lifted Text--Not Already Quoted in the Source)

- A. A "book quote" may come from a book, newspaper, magazine, web site, etc.--any words you lift from a source and make into a quote. These words were not quoted in your source, but any time you use any words, word-for-word, they must be quoted with quotation marks since they belong to someone else.)
- B. When you quote a source, you will just lift words from a book (or other source) and put them in your essay or report, along with quotation marks and the name of the source. (Again, put as much information as you can, so you will have it when you write your paper. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

#### *Example on Outlining Lines:*

"Wolves are related to dogs. Their scientific classification is Canis Lupus." *Wolf Pack* by John Smith

**Note:** If you are quoting a person (not just lifting words from a source but actually using words that were spoken by a person (even if the quote came from a book or source), just treat the words like a "person quote" for now and use a speech tag that tells who the speaker is (not the book or source title containing this quote). (See the "Quoting a Person" boxes.)

**Note:** These samples are for the outline. In your text, you will use the author's name in the speech tag.

<> **C-2.** Study the quotation box provided below, following these steps:

- (1) **Read the quote at the top of each one, noticing the capitalization and punctuation of it.**
- (2) Read the Tips, one at a time, and **look back in the quote to see how those tips apply to that quote.**
- (3) **Read the Details of the Quote Rule, also one at a time, and follow the underlining, bold fonting, and shading in the sample that explains the exact punctuation** of that type of quote, speech tag placement, capitalization needed, etc.
- (4) Get help from your teacher to review these, if needed.
- (5) **Go S-L-O-W-L-Y through the box.** Circle, underline, highlight—whatever is needed to help cement the rules and examples given.

### **Basic Quotes With Beginning Speech Tag and Ending Speech Tag in Your Essay or Report**

When you write a quotation, you will include a speech tag. The **speech tag is the group of words that tells who said the quoted words.** You may either put the speech tag before your quote or after your quote. Either way, just be sure you punctuate it correctly. You might want to get help from your teacher for this.

1. When you get to the place in your outline that contains your quote, you will **write your quote in your paper--right within the paragraph you are writing.**
2. You will either put your information about where you got your quote (the person who said it or the book from which you got it) before or after the quote itself. **These words are called the speech tag.**

#### ***Details of Quote Rule -- With Beginning Speech Tag:***

Helen Keller said, "Although the world is full of suffering, it is full also of the overcoming of it."

- \* said--A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)
- \* "Although—Most of the time, a quote begins with a capital letter.
- \* it. —Be sure the sentence's **ending period goes inside the closing quotation mark.**

#### ***Details of Quote Rule -- With Ending Speech Tag:***

"Although the world is full of suffering, it is full also of the overcoming of it," said Helen Keller.

- \* "Although—Most of the time, a quote begins with a capital letter.
- \* it, —Be sure to **end your statement quote with a comma** (rather than a period) when you have an ending speech tag since your complete sentence will end in a period. Also be sure that your **comma is inside the closing quotation mark.** (You place a comma at the end of your quote when you have an ending speech tag because your sentence will have a period at the end of it. **A sentence should only have one period used as an end mark.**)
- \* said Helen Keller. —A **speech tag found at the end of the quote begins with a lower case letter** (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself (the whole sentence--containing the quote) is a statement.

# Lesson D. Study Skills and Prewriting: Outline Original Paragraphs

<> D. Outline each paragraph of your peaceable acts essay on the outlining lines provided, following these tips:

- (1) **Review the list** of peaceable actions that you put in your Brainstorming Box earlier that you might want to include in your essay.
- (2) **Add** to it as you think of more ideas--or do more research as needed.
- (3) **“Work” in your Brainstorming Box** by doing the following:
  - a. **Review it** and add to it as you think of more ideas.
  - b. **Mark through anything you do not want** to include in your essay.
  - c. **Number the ideas you have in the order that you think you would like to include them** in your paragraph.
- (4) **Outline your essay one paragraph at a time** in a Sentence-by-Sentence (S-by-S) manner. You may use complete sentences, statements, or key words for each sentence.
- (5) You may or may not use all of the outlining lines provided.
- (6) Somewhere in your first sentence or two, you need to **transition** into your paragraph--a sentence or two that does all of the following:
  - a. Transitions **from the previous paragraph into this one**
  - b. **Introduces the next peaceable action**
  - c. **“LINKS” that peaceable action with the thesis.**

Note: This is why the first two outlining lines for each paragraph have the words LINK/Transition provided--to remind you to include that LINK/Transition.

## All--Paragraph A of Body

Topic of PoB-A--First Peaceable Action: \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

Support Sentence 1 (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

SS-4 \_\_\_\_\_

SS-5 \_\_\_\_\_

SS-6 \_\_\_\_\_

SS-7 \_\_\_\_\_

SS-8 \_\_\_\_\_

SS-9 \_\_\_\_\_

SS-10 \_\_\_\_\_

**All--Paragraph B of Body**

Topic of PoB-B--Second Peaceable Action: \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

Support Sentence 1 (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

SS-4 \_\_\_\_\_

SS-5 \_\_\_\_\_

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SS-8 \_\_\_\_\_

SS-9 \_\_\_\_\_

SS-10 \_\_\_\_\_

**All--Paragraph C of Body**

Topic of PoB-C--Third Peaceable Action: \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

Support Sentence 1 (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

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SS-6 \_\_\_\_\_

SS-7 \_\_\_\_\_

SS-8 \_\_\_\_\_

SS-9 \_\_\_\_\_

SS-10 \_\_\_\_\_

+ Eighty percent of the time the paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph.

## Lesson E. Composition: Writing Original "Biographical" Essay

<> E. Follow these steps to write your essay.

- (1) **Read your original "Working" Thesis Statement** to remind you of what your entire essay needs to be about. (If, after researching and outlining, you do not feel that your Thesis Statement is representative of your topic, feel free to tweak it.)
- (2) **Read the topic of your first Paragraph** of the Body **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph that you desire**—or mark through things that you do not want or re-number the sentence lines if you want your information in a different order.

**Note About Thesis Statement:** You will be writing an Opening Sentence later. You do not need to include the Thesis Statement in your essay yet. You will tweak the rough Thesis Statement you wrote earlier and include it in the Opening Sentence of your essay (at the time of that writing). For now, you will just write the three paragraphs of the Body (P'soB) of your essay--as though the LINK (the reasons your presidents are strong) has already been introduced in your Opening Sentence.

- (4) **Write the first paragraph of the body** of your essay (PoB-A) in your notebook or key it on the computer.
- (5) Be sure to **double space** (if keying) or **write on every other line** if writing by hand.
- (6) **Continue the steps above** for the rest of the essay.

**Note:** Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the "formal" third person. Use the words *people, others, individuals, etc.*, not *I* or *you*.

## Lesson F. Outline and Write Your Essay's Opening Thesis Statement-Plus

You will not write an Opening Paragraph for this assignment. You will learn more about that in next week's assignment. You will, instead, open your essay with your Opening Thesis Statement-Plus--the Thesis Statement plus any other catchy one or two sentence opening you may desire. This will be attached to the beginning of PoB-A. (See sample provided at the end of this project.)

<> **F-1.** Outline your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the line provided:

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<> **F-2.** Write your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the lines provided. Be sure you add another sentence to transition into the body if your Thesis Statement does not do this adequately.

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## Lesson G. Outline and Write Closing Sentence

For this essay, you will simply write a closing sentence, rather than an entire Closing Paragraph. You will do this in a similar manner to how you did your Opening Thesis Statement-Plus. Regardless of the exact type of closing sentence(s) you use, you will want to restate your Thesis Statement in the same order as the three "acts" appeared in your essay. This will be attached to the end of PoB-C. (See sample provided at the end of this project.)

<> **G-1.** Outline your closing sentence or sentences (to be attached to the last PoB of your essay) on the line provided:

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- <> **G-2.** Write your closing sentence or sentences (to be attached to the last PoB of your essay) on the lines provided. Be sure you add another sentence to transition from the body if your Thesis Statement “Reloaded” does not do this adequately.

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

- <> **H.** Use the Checklist Challenge located after 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 on your rough draft paper** as suggested in the *Appendix* or 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*--all of which contain detailed lessons on the How To’s of the Checklist Challenge. Also, see the Checklist Challenge Coding box provided.**

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 check boxes of the CC Chart.

# Lesson I. Composition: Final Copy Original Biographical Essay

<> **I-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.

<> **I-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?

## Checklist Challenge Coding

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher. For more help on this, see the Suggested CC Coding Chart in the back of this *Meaningful Composition* book.

1. Use **colored pencil** or **colored pens** or **highlighters**.
2. **Print off your** double spaced **rough draft report or essay** (or use your handwritten rough draft).
3. **With your CC on one side and your paper on your dominant side** (right hand side for right handed students), complete the first CC task.
4. **Place a check mark in the check boxes for the items that say "read" or "look for errors,"** etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
  - a. **Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper** in a distinguishing way--highlight the addition with an orange highlighter, circle the change with blue highlighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking). **OR**
  - b. **Insert the change or addition with a colored pencil or colored pen** (choosing whatever colors you desire without repeating the exact same marking). (In this method, you will eventually need to add the change AND circle it or underline it so that your exact same marking is not repeated. For example, you might add verbs with a blue pen but add the title with a blue pen and underline the title with that same blue pen--two different markings, one written in blue pen and one written in blue pen *and* underlined with the blue pen.)
6. **Whatever you do to the insertion on your paper should be done to the CC check boxes for that item.**
  - a. For example, if you highlight your new verbs with an orange highlighter in your paper, you will color in the check box with orange highlighter.
  - b. If you underline your title with purple highlighter in your paper, you should underline the check box with purple highlighter.
  - c. If you write your new verbs in green colored pencil in your paper, make a check mark in the check box with that same green colored pencil.
7. **If your teacher gives you permission to skip a CC task** (or you and she do not think a change will improve a paragraph), **place an NC** (no change) **in the check box for that paragraph**, so your teacher will not look for it.
8. If you skip a task altogether (without your teacher's permission), place an X in the task box(es), so your teacher will know not to search for the revisions. Obviously, it is always preferred that you do all of your assignments, but it would be better to indicate that you skipped something than to leave the box(es) blank.

The point is that **the coding you put into the paper copy of your composition should be identical to what you do to (or above, beneath, around, etc.) the CC check boxes for that task.** This method will allow your teacher to have your CC chart on one side and your "colorful paper" (with the CC revisions inserted with colors) on the other. She can check at a glance to find your new insertions, title, Thesis Statement, and more.

**Note: Some students prefer to do the CC on their paper on the electronic document on the computer with the colored shading tool provided in word processing programs. This is fine, too, but the student should still do the same marking/coding on the CC chart as he did on the electronic document--or write beside the tasks what color each task is. For example, if the student shades the verbs he replaced in pink shading, he should write PINK beside the CC task for the verbs on the chart. Then when he prints this "colorful" version, the teacher can still check his revisions easily.**

Box H

## Sample Outline for Three Peaceful Actions

**Subject:** Anwar Al-Sadat

**Opening Sentence:** Thomas Merton once = declare "Peace demands the most heroic labor and the most difficult sacrifice."

**Working Thesis Statement:** Anwar Al-Sadat lived out this quote > 3 major actions he did or had done to him; he visited Egypt's arch-enemy Israel, signed a lasting peace treaty between Israel and Egypt, and was assassinated by terrorists for bringing peace.

**Topic of PoB-A: President of Egypt who visited his nation's arch-enemy Israel**

**LINK/Transition:** Anwar Al-Sadat 1st = promoting peace = visiting Egypt's arch-enemy Israel

**Sentence 1:** Anwar Al-Sadat won election as President of Egypt > 1970/at 1st he continued Egypt's hostilities w/ Israel  
**Sentence 2:** This included, > 1973, fighting = Yom Kippur War against Israel w/ help of Syria

**Sentence 3:** After = war reached = stalemate/ both sides signed = ceasefire agreement/began peace negotiations

**Sentence 4:** However, these negotiations = yet amounted to anything four years later

**Sentence 5:** Desiring permanent peace, Sadat shocked the world by declaring his intention to visit Israel

**Sentence 6:** On November 19, 1977, Sadat = > Israel, met w/ Israeli Prime Minister Menachem Begin, and = speech to the Knesset, describing how peace = reach

**Sentence 7:** This amazing man = done what no other Arab leader = dared 2 do in order 2 promote peace

**Topic of PoB-B: Signed lasting peace treaty between Israel/ Egypt**

**LINK/Transition:** After his visit 2 Israel Sadat began trying 2 accomplish = 2nd major action which = signing = peace treaty between Israel/Egypt

**Sentence 1:** Menachem Begin and the Knesset = won over by Sadat's speech = agreed 2 seriously discuss peace

**Sentence 2:** Both sides decided 2 hold negotiations at Camp David > U.S.

**Sentence 3:** 4 13 days = these leaders along w/ Jimmy Carter = formulated = compromise both Israel and Egypt = accept

**Sentence 4:** On September 17, 1978, Camp David Accords, consisting = two framework agreements, = signed by Begin/Sadat

**Sentence 5:** 2nd framework, A Framework for the Conclusion of a Peace Treaty between Egypt and Israel, was = most significant

**Sentence 6:** This document = turned into = 1979 Egypt-Israel Peace Treaty = officially concluding = warfare between 2 countries

**Sentence 7:** Anwar Al-Sadat = created peace by agreeing 2 meet w/ Israel/work out = treaty

**Topic of PoB-C: Was assassinated by terrorists for bringing peace**

**LINK/Transition:** 3rd action Anwar Al-Sadat attempted 2 create peace = not = action he = initiated but action = occurred to him

**Sentence 1:** Sadat's peace agreement w/ Israel infuriated = numerous Arab countries

**Sentence 2:** It also = angered = Egyptian Islamic Jihad = group who = believed Sadat = leading = Egypt > wrong direction

**Sentence 3:** In February of 1981, Sadat discovered = this group's plot = arrested over 1500 people believed 2 be involved > scheme

**Sentence 4:** Unfortunately he = failed 2 arrest a jihadist member of = military, Lieutenant Khalid Islambouli

**Sentence 5:** On October 6, 1981, Sadat = attended = annual parade celebrating Egypt's crossing of Suez Canal during = Yom Kippur War

**Sentence 6:** Marching > the parade = Khalid Islambouli and his platoon who = all jihadists

**Sentence 7:** On reaching = Sadat's platform, Islambouli leapt out of = truck/fatally shot = peace-loving man

**Thesis Statement "Reloaded:"** By visiting Egypt's arch-enemy Israel, signing a lasting peace treaty between Israel and Egypt, and being assassinated by terrorists for bringing peace, Anwar Al-Sadat made huge sacrifices 4 sake of peace

## Student Sample

Thomas Merton once declared, "Peace demands the most heroic labor and the most difficult sacrifice." Anwar Al-Sadat lived out this quote in three major actions he did or had done to him; he visited Egypt's arch-enemy Israel, signed a lasting peace treaty between Israel and Egypt, and was assassinated by terrorists for bringing peace. Anwar Al-Sadat first began promoting peace by visiting Egypt's arch-enemy Israel. This man won election as President of Egypt in 1970, and at first, he continued Egypt's hostilities with Israel. This included, in 1973, fighting the Yom Kippur War against Israel with the help of Syria. After the war reached a stalemate, though, both sides signed a ceasefire agreement and began treaty negotiations. However, these talks had still not amounted to anything four years later. At this point, desiring permanent cessation of violence, Sadat shocked the world by announcing that he would visit Israel. On November 19, 1977, Sadat arrived in Israel, met with Israeli Prime Minister Menachem Begin, and delivered a speech to the Knesset, describing how both nations could be reconciled. This amazing man had done what no other Arab leader had dared to attempt in order to promote peace. **[PoB-A] {Shading indicates the Thesis Statement Plus.}**

After his visit to Israel, Sadat began trying to accomplish his second major action which was signing a peace treaty between Israel and Egypt. Menachem Begin and the Knesset, after hearing Sadat's speech, had agreed to seriously discuss peace. So, both sides decided to negotiate at Camp David in the United States. For thirteen days, these leaders, along with U.S. President Jimmy Carter, formulated a compromise both Israel and Egypt could accept. On September 17, 1978, the Camp David Accords, consisting of two framework agreements, were signed by Begin and Sadat. The second framework, A Framework for the Conclusion of a Peace Treaty between Egypt and Israel, was the most significant. It acted as the basis for the 1979 Egypt-Israel Peace Treaty, which officially concluded the war between the two countries. Anwar Al-Sadat had created peace by collaborating with Israel in order to craft a treaty. **[PoB-B]**

The third action Anwar Al-Sadat attempted for the purpose of creating peace was not an action he initiated but instead was one that involved him. Sadat's signing of the Egypt-Israel Peace Treaty infuriated numerous Arab countries. It also angered the Egyptian Islamic Jihad, a group who believed Sadat was leading Egypt in the wrong direction. In February of 1981, Sadat discovered this group's plot and arrested over 1,500 people believed to be involved in the scheme. Unfortunately, he failed to apprehend a jihadist member of the military, Lieutenant Khalid Islambouli. On October 6, 1981, Sadat attended an annual parade celebrating Egypt's crossing of the Suez Canal during the Yom Kippur War. Marching in the parade was Khalid Islambouli and his platoon who were all jihadists. On reaching Sadat's platform, Islambouli leapt out of his truck and fatally shot the honorable promoter of peace. **By visiting Egypt's arch-enemy Israel, signing a lasting peace treaty between Israel and Egypt, and being assassinated by terrorists for bringing peace, Anwar Al-Sadat made huge sacrifices for the sake of peace. [PoB-C] {Shading indicates the Thesis Statement "Reloaded" Plus.}**

# Checklist Challenge for Weeks 6 & 7: Original “Biographical” Essay--One Great Achievement

## 3 P’soB Plus Opening Paragraph and Closing Paragraph

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

ALL LEVELS

BASIC LEVEL only

EXTENSION only

OPTIONAL -- Your teacher will decide whether you should complete this task or not, based on your grammar/usage level.

All  All  All

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

☞ **Focus on content errors at this time.**

All  All  All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. **“Code” the CC boxes in the same way that you coded your located verbs in your paper.**

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own. **“Code” the CC box(es) in the same way that you coded your added verbs in your paper.**

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added adverbs in your paper.**

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

All All All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added adjectives in your paper.**

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind.* You should add descriptive adjectives--those that tell *what kind.***

All

Create a **title**, and put it at the top of the your paper. ***If you have already done this, you should still “code” the CC check box and the title in your paper as directed by your teacher.***

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Something informative
- Other

☞ **Tips:**

- **Center your title at the top of the first page of your composition.**
- **Capitalize the first letter of the first and last word.**
- **Capitalize all the words within the title that are important--but not three-letter-or-fewer articles, pronouns, or prepositions.**
- **Do not italicize your title, though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.**

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, but stronger, word. ***If you do not have any Banned Words, just “code” the CC check box(es) as directed by your teacher (or place a check mark in each one that represents a paragraph with no Banned Words).***

**Banned Word List**

very	big	really	good	great	fine	slow
say	bad	little	want	see	look	such
ask	lot	find	walk	said	go	become
sit	think	soft	fast	many	find	

\*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

All

Add a sentence to the beginning of your paper that describes the whole piece. This is called the **Thesis Statement**. *If you have already done this, you should still “code” the CC check box and the Thesis Statement in your paper as directed by your teacher.*

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips**

- Write a sentence that describes your paper without telling the reader exactly what it is about.
- Do not say: *In this paper you will learn about . . .*
- Be sure this Thesis Statement is truly representative of the content of your *entire* composition.
- Your Thesis Statement is your commitment to write about that topic. It should cleverly introduce your composition’s subject.
- If your paper does not have a separate Opening Paragraph, you will want to add an Opening Thesis Statement--a sentence or two introducing your topic that contains the Thesis Statement--to the beginning of your paper.

All

Add a sentence to the very end of your writing that **restates your Thesis Statement** in some way. This is called the **Thesis Statement “Reloaded”** and should conclude your paper. *If you have already done this, you should still “code” the CC check box and the Thesis Statement “Reloaded” as directed by your teacher.*

☞ You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement.

All All All

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. *If you have already done this, you should still “code” the CC check box(es) and these words in your paper as directed by your teacher.*

☞ A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words (or ask your teacher for spelling help).

All All

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. *If your transition sentences are adequate, you should still “code” the CC check box(es) and the transition sentence(s) in your paper as directed by your teacher.*

☞ Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph’s topic) or at the beginning of a paragraph (telling that paragraph’s topic).

All

Add one **SSS5—Super Short Sentence** of five words or fewer. *If you have already done this, you should still “code” the CC check box and the SSS5 in your paper as directed by your teacher.*

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All All All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. *If you and your teacher feel that your vocabulary is advanced enough, you should still “code” the CC check box(es) and the advanced words in your paper as directed by your teacher.*

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

E

Add an **adverb** (*ly* word or other) that does **not modify a verb**. *If you have already done this, you should still “code” the CC check box and the adverb in your paper as directed by your teacher.*

Example

- **Modifies an adjective:** Some **uncharacteristically** *sneaky* predators use subtle methods.
- **Modifies an adverb:** Some predators are **actually** *more* subtle

☞ An adverb will modify an adjective or another adverb and will usually answer the question *To what extent?*

All All All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. *If you do not have any redundancy, just “code” the CC check box(es) as directed by your teacher.*

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

**Note:** Advanced level students should omit as much redundancy as possible throughout all paragraphs.

☞ Do not change insignificant words such as *was, it, and, etc.*

All All All

Add different sentence openers (also known as **introductory material or non-essential information**). *If you have already done these, you should still “code” the CC check boxes and the sentence openers in your paper as directed by your teacher.*

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, those critters are dinner for sure! (**Sub Clause + Subordinator + subject + verb**)
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, spiders trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, the spider designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, the spider produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, the victim cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **Once there**, the “dinner” has no way of escape.

☞ Upper level students should choose various ones -- preferably without much repeating.

All

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. ***If you have already done this, you should still “code” the CC check box(es) and the “,cc compound sentence(s)” in your paper as directed by your teacher.***

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods. (CS , cc CS)
- It steps into the trap, **for** the trap was hidden from view. (CS , cc CS)

☞ A “comma cc” in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one --CS , cc CS). When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence “comma coordinating conjunction” Complete Sentence).

E

Combine two related complete, sentences (CS) with a semicolon. ***If you have already done this, you should still “code” the CC check box(es) and the CS ; CS in your paper as directed by your teacher.***

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods. (CS; CS)
- They act via traps and snares; they put their victims in challenging positions. (CS; CS)

☞ A semicolon in the middle of two Complete Sentences (CS) is one way of creating a compound sentence--two sentences joined together as one. When you are instructed concerning this compound sentence creation, you may see this combination as CS ; CS (Complete Sentence semicolon Complete Sentence).

E

Add one set (or more according to check boxes) of **descriptive double adjectives** separated with *and* or a comma. ***If you have already done this, you should still “code” the CC check box(es) and the double adjectives in your paper as directed by your teacher.***

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*; *crafty, ingenious* or *ingenious, crafty*) Another benchmark for comma use with two adjectives is if you could place an *and* instead of a comma--and your adjectives still sound correct--use a comma..

All

All

All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**. Place a check mark in each CC box with a pen or pencil when this step is completed.