

Projects 3 & 4: Sentence-by-Sentence Outline & Essay From Given Source

Jackie Robinson

Overview of Narrative Essay From Given Material

This week you will be writing an essay over given material. That is, you will not find your own material to write from, but you will use content provided for you in this lesson and take an S-by-S (Sentence-by-Sentence) Outline over it.

I. TOPIC OF ESSAY

Sentence-by-Sentence Outline over given material about Jackie Robinson.

IV. OPENING PARAGRAPH

Extension students will write an Opening Paragraph.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 paragraphs** for the body (P'soB).

Extension students will write **4 paragraphs** for the body (P'soB).

V. CLOSING PARAGRAPH

Students will not write a Closing Paragraph.

III. SENTENCES PER PARAGRAPH

All students will write the number of sentences that each paragraph contains in the given passage.

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

VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Opening Paragraph Instructions (Extension)
- B. Compound Sentences
- C. Semicolons

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).

PoB-A	Paragraph 1	On January 31, 1919, a family of sharecroppers in Cairo, Georgia was blessed with their fifth and final child, Jack Roosevelt Robinson. His middle name was in honor of the former President, Theodore Roosevelt. The twenty-sixth President had just passed away a couple of weeks before Baby Robinson arrived. This infant's name is a familiar one—the great professional baseball player, Jackie Robinson.
PoB-B	Paragraph 2	Not only was Robinson an outstanding player—he was also the first African American to play Major League Baseball (MLB)! He broke the “baseball color barrier.” This “barrier” was a rule that kept black people from playing in MLB. Yes, on April 15, 1947, Jackie Robinson started at first base for the Brooklyn Dodgers. This was a remarkable moment as it ushered in the end of racial segregation in professional baseball.
PoB-C	Paragraph 3	Jackie Robinson won many awards during his career. He won the Rookie of the Year Award in 1947. From 1949 through 1954, he was an all-star for six back-to-back seasons. Robinson was awarded the National League Most Valuable Player Award in 1949. He was the first black player to win this honor! He played in six World Series games and led his team to become the 1955 World Series champions. In 1962, he was inducted into the Baseball Hall of Fame.
PoB-D	Paragraph 4	Jackie Robinson used his fame, talent, position, and character to question the typical view of segregation. Through his non-violent activism, people were beginning to see how damaging it is to divide people according to their skin color. He continued to influence the culture, and he contributed greatly to the civil rights movement. Robinson died in 1972 and was even granted awards after his death, including the Congressional Gold Medal and the Presidential Medal of Freedom. Both of these were given to honor his contributions on the baseball field as well as for society.

Lesson A. Study Skills/Prewriting: Sentence-by-Sentence Outline

↔ A. Follow these steps to write a Sentence-by-Sentence Outline (S-by-S Outline) for this week's passage:

1. Read the first paragraph to yourself.
 - a. **Determine the topic of the entire paragraph.**
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **4-6+ words** that would most help you to remember the content of the sentence.
 - b. Write those **4-6+ words** on the line provided for Sentence One.
 - c. Repeat these steps for all of the sentences in the first paragraph.
3. **Repeat these steps** for all of the paragraphs and sentences in the passage.

Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph) P'soB stands for Paragraphs of Body (more than one PoB).

+Always use as few words as possible.

Extension Only--Paragraph of Body A (PoB-A)

Topic of Paragraph 1 _____

Sentence 1 _____

(You may use up to seven words for Sentence One.)

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

All--Paragraph of Body B (PoB-B)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

All--Paragraph of Body C (PoB-C)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

All--Paragraph of Body D (PoB-D)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may use up to seven words for Sentence One.)

Sentence 5 _____

Note: Don't forget to use words from the source for your outline--then use your own words (synonyms) when you write your essay.

Sample S-by-S Outline

Paragraph 1

Paragraph One

Topic of PoB-A: Jackie Robinson born to poor family

Sentence 1: 1/31, 1919 = sharecroppers → Cairo, Georgia = 5th/final child

Sentence 2: Middle name = honor Pres T Roosevelt

Sentence 3: 26th Pres (Roosevelt) died couple weeks ← JR birth

Sentence 4: Infant name = familiar; great pro bb player JR

Sample Paragraph From S-by-S Outline

(PoB-A)

(Paragraph 1)

A family of laborers in Cairo, Georgia happily added their "baby of the family" and named him Jack Roosevelt Robinson. He was given the middle name of Roosevelt in honor of the President Theodore Roosevelt who had recently died just weeks prior to the Robinson's baby's birth. This newborn became famous as he was none other than Jackie Robinson---that incredible pro baseball player!

Sentence-by-Sentence Outlining Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean *up, more, above, increase, better, important*

= can mean *the result of, the same as, equal to, means, like, occurred*

can mean *number, pound, or numeral*

Numbers can mean *to (2), for (4), dates, and periods of time, etc.*

→ can mean *the result of, caused, said, showed, back, forward, front, to, like*

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can mean *spoken words or special words*

<, > can mean *more, greater than, less than, less, great, important, unimportant, vast, large, small*

Lesson B. Extension--Sentence Structure: Using a Semicolon to Create a Compound Sentence

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).

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While there are several uses for a semicolon, the one you will use the most is really simple. **Semicolons are used to combine two independent clauses (or complete sentences) into a single sentence.**

She likes work; she loves vacation.

The most important thing to remember is that both sides of the semicolon must contain an independent clause (or complete sentence). **That means each side must have a subject and a verb and be able to stand on its own.**

In addition, **be careful not to use a semicolon when you use a coordinating conjunction (such as the word *and*) to combine two complete sentences.** As you already learned, you should use a comma with a cc, not a semicolon with a cc.

She likes work, and she loves vacation.

↔ **B-1.** Circle any sentences that show a semicolon used correctly. Draw a line through the side of any sentence that is not a complete sentence.

Example: He went to the store; ~~today~~.

1. After a long a long day; Sue slept well.
2. The Civil War was incredibly destructive; 620,000 soldiers died.
3. It was the best of times; it was the worst of times.
4. He spent most of the day watching television; his dog spent most of the day watching him.
5. It was the best; and worst of times.
6. In a time long ago; something happened.
7. She worked a long day; she slept well.
8. The toughest thing about writing with semicolons; is remembering to always have a complete sentence on both sides.

You should only use semicolons to combine two closely related independent clauses.

Bambi is a deer; I like casserole.

While this does contain a complete sentence on both sides of a semicolon, it shouldn't be one sentence (and probably not even in the same paragraph). **The purpose of semicolons is to link ideas together.**

Sue likes work; she loves vacation.

This could be two separate sentences. However, **by linking them together with a semicolon, it makes the similarities more obvious.** Making this a single sentence using a semicolon makes Sue seem like a very happy person.

She worked a long day; she slept well.

The first part of this sentence gives the cause while the second gives the result. This provides the link between the two clauses.

There are many relationships you can use a semicolon to express.

Before and After: He entered the room nervously; he left excitedly.

Contrasting: It was the best of times; it was the worst of times.

Cause and Effect: She worked a long day; she slept well.

Semicolons can be a great tool to show off your advanced writing skills. You probably shouldn't use more than one or two of this style of sentence in one essay, but definitely use it. Just be sure both clauses are related in some way and they are both independent clauses.

<> B-2. Write ten sentences using semicolons.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Answer Key for <> B-1

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Example: He went to the store; today.

1. ~~After a long a long day; Sue slept well.~~
2. The Civil War was incredibly destructive; 620,000 soldiers died.
3. It was the best of times; it was the worst of times.
4. He spent most of the day watching television; his dog spent most of the day watching him.
5. ~~It was the best; and worst of times.~~
6. ~~In a time long ago; something happened.~~
7. She worked a long day; she slept well.
8. ~~The toughest thing about writing with semicolons; is remembering to always have a complete sentence on both sides.~~

Lesson C. Composition/Creative Writing: Write a Rough Draft Essay From an S-by-S Outline Over Given Material

<> C-1. Follow these steps for writing your rough draft essay from your S-by-S Outline:

- (1) **Re-read the entire passage** to recall its content.
- (2) **Read your first line of notes** and consider what you want your sentence to say.
- (3) **Practice saying your sentence aloud** to get it just the way you want it.
- (4) **Write your first sentence** in your notebook, or key your essay on the computer.
- (5) Be sure to **double space** your essay to make inputting the Checklist Challenge revisions easier.
- (6) **Indent** the beginning of each paragraph five spaces.
- (7) **Repeat** these steps for each line of notes, writing on every other line.

<> C-2. Read your essay aloud. Do you like the way it sounds?

SAMPLE