

# Projects 3 & 4: Original Expository Essay

## Three Black Americans' Outstanding Contributions

### Overview of Original Expository Essay Using 1-3-1 Approach

Expository essay writing explains to the reader (or “exposes” him to information). While essays may need research (such as this project), an essay usually doesn't require a bibliography and extensive citations.

#### I. TOPIC OF ESSAY

You will be writing an **Expository Essay** about **three black Americans who made contributions**. You may choose three given below or others.

- A. Sojourner Truth
- B. Rosa Parks
- C. Frederick Douglass
- D. Martin Luther King, Jr.
- E. George Washington Carver
- F. Booker T. Washington
- G. Others

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

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

\*P'soB--Paragraphs of Body

#### III. SENTENCES PER PARAGRAPH

- A. Basic students will write 6-8 sentences per paragraph.
- B. Extension students will write 8-10 sentences per paragraph.

\*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.

#### IV. OPENING PARAGRAPH

All Students will write an Opening Paragraph.

#### V. CLOSING PARAGRAPH

All Students will write a Closing Paragraph.

#### VI. SOURCES

Students will **not** cite sources, but will use sources to find information about their chosen ways.

#### 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 and other needed author information.

#### 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
- E. Thesis Statement “Reloaded”

**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).

\*LAL--Language Arts Lady

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

We will learn the 1-3-1 Essay Approach this week—while writing original paragraphs for a “three ways” Essay.

## 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.
2. A Closing Paragraph (or closing sentence) wraps up all three paragraphs.
3. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one.**
4. In this method, you do not need as much information in your head (or via research) about one topic—but rather smaller amounts of information about three topics.

This will create your three paragraphs of body (P'soB)--three black Americans' outstanding contributions.

<> **A-1.** Read the student sample, "Three Black Americans Who Made Contributions" (Box A-1), paying close attention to:

- (1) Opening Paragraph and Closing Paragraph
- (2) 3 P'soB
- (3) Three Ways
- (4) Thesis Statement
- (5) Thesis Statement Reloaded
- (6) Transition from one paragraph/one reason to the next

## Student Sample - Three Black Americans Who Made Contributions

What does it mean to contribute? *Merriam-Webster.com* defines “contribute” as a verb that means “to play a significant part in making something happen.” Even the smallest changes in society stem from multiple people’s committed involvement. Any advancement in technology or equality springs from a variety of people’s influences. At the national level, the United States would not be what it is today without assistance from millions of its citizens. **Three black Americans who contributed to their communities, their race’s equality, and their nation are Sojourner Truth, Rosa Parks, and Frederick Douglass.** [Opening Paragraph--Definition Paragraph]

Sojourner Truth overcame an early life in slavery to become a powerful advocate for black and women’s rights. Truth was born between 1797 and 1800 to enslaved parents in New York. Truth’s birth name was Isabella Baumfree. She suffered under brutal slavery for years. At one point she fell in love with a slave from another farm and saw him beaten brutally when his owner discovered the relationship. Baumfree escaped slavery with her baby daughter in 1826. She gained her freedom permanently when New York ended slavery in 1827. On June 1, 1843, Baumfree changed her name to Sojourner Truth and became a traveling preacher and singer. She traveled across the North for years, urging numerous audiences to support abolition and women’s rights. Truth died in Michigan in 1883, and nearly one thousand people honored her contributions by attending her funeral. [PoB A--Sojourner Truth]

Though like Sojourner Truth, she used her voice to influence her world, Rosa Parks used one action to contribute most strongly to change in her nation. Rosa Louise McCauley entered the world in Tuskegee, Alabama on February 4, 1913. She married Raymond Parks in 1932. She joined him in assisting the Montgomery National Association for the Advancement of Colored People (NAACP) chapter. Rosa Parks began meeting other activists and attended the Highlander Folk School in 1955 to receive activism training. Park’s greatest moment came on December 1, 1955 when she refused to move to the back of a city bus as the law and the driver demanded. Her defiance inspired a boycott of Montgomery’s buses. This, in turn, helped spark the nationwide Civil Rights Movement for black rights. Parks then spent the rest of her life speaking innumerable times in support of black rights until her death in 2005. Her activism left a permanent and invaluable mark on the United States. [PoB B--Rosa Parks]

PoB = Paragraph of Body

Box A-1 (continued on next page)

Using not merely his voice but also his pen, Frederick Douglass was a third powerful advocate for change in his nation. Though enslaved for the first twenty years of his life, Frederick Augustus Washington Bailey taught himself to read and write. Eventually, he escaped to freedom on September 3, 1838. Soon after, he adopted the last name Douglass to demonstrate his new independence. Frederick quickly began speaking out against slavery in speech and writing. In 1845, he published *Narrative of the Life of Frederick Douglass, an American Slave*, the first of three autobiographies he would pen. His works proved immensely popular and hugely influential in the growing U.S. abolition movement. He lived to see abolition become a reality in his country, and he then held several government offices to assist in Reconstruction. He died in 1895 as one of the most respected and prominent black activists in the United States. [PoB C—Frederick Douglass]

Frederick Douglass once declared, “The life of the nation is secure only while the nation is honest, truthful, and virtuous.” Sojourner Truth contributed to the United States becoming more honest, truthful, and virtuous by speaking out for black and women’s rights. For Rosa Parks, urging the nation to live up to its ideals meant starting with a simple act of defiance. Her single action played a huge part in starting the Civil Rights Movement, which pushed for the virtue of equal rights across the United States. Frederick Douglass also followed through on his words and called for a better and more just society. His speaking and writing helped the nation see how much slavery betrayed America’s strong moral ideals. **Though each accomplished it differently, Sojourner Truth, Rosa Parks, and Frederick Douglass all contributed powerfully to their society.** [Closing Paragraph—Quote Paragraph]

**Yellow box** = Thesis Statement & Thesis Statement Reloaded  
**Bold & Underline** = Transition/paragraph topic sentences  
**PoB** = Paragraph of Body

<> **A-2.** Now that you have studied the provided sample, complete the following steps:

1. Do a quick online search of black Americans who made contributions
2. Choose the three you would like to write about and list them in the Directed Brainstorming Box (Box A-2) provided
3. Research those three and write down facts, quotes, etc., under each one, including who said the info and what makes that person an expert. See facts from the sample written below to see some types of info you might need:

<b>Sojourner Truth</b>	<b>Rosa Parks</b>	<b>Frederick Douglass</b>
<ul style="list-style-type: none"><li>• Birth name was Isabella Baumfree</li><li>• Enslaved in New York before slavery was outlawed there</li><li>• Sang as well as spoke at many abolition events</li><li>• Spent years touring the country to speak against slavery</li><li>• Died in Michigan and still had 1000 attend her funeral</li></ul>	<ul style="list-style-type: none"><li>• Received activism training in the summer of 1955, right before bus defiance</li><li>• Kept speaking on rights issues for decades after bus incident</li></ul>	<ul style="list-style-type: none"><li>• Quote from him--"The life of the nation is secure only while the nation is honest, truthful, and virtuous."</li><li>• Birth name was Frederick Augustus Washington Bailey</li><li>• Wrote three autobiographies to help push for abolition</li></ul>

Directed Brainstorming Box

Three Black Americans Who Made Contributions

First Black American Who  
Made Contributions

Second Black American  
Who Made Contributions

Third Black American Who  
Made Contributions

SAMPLE

Box A-2

## Lesson B. Research and Study Skills: 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, like the one about Sojourner Truth, you might say *Sojourner Truth overcame an early life in slavery to become a powerful advocate for black and women's rights.*

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

For example, *Three black Americans who contributed to their communities, their race's equality, and their nation are Sojourner Truth, Rosa Parks, and Frederick Douglass.*

<> **B.** Now that you have thought about your ways and possibly researched them, you are probably ready to write a "Working" Thesis Statement about them:

1. **Write one sentence that tells the reader what your essay is about.**
2. Be sure it **includes all aspects of your essay.**
3. Do **not** say, *In this essay, you will learn about...* or *In this essay, I will tell you...*

### Sample "Working" Thesis Statement

Three black Americans who contributed to their communities, their race's equality, and their nation are Sojourner Truth, Rosa Parks, and Frederick Douglass.

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

## Lesson C. Write On: Inserting Quotes in Outline

<> **C-1.** Study the General Quote Inclusion in Outline Box (Box C-1).

### 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.

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:

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. 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.

Box C-1



<> C-2. Study the two "Quotes in Your Outline" Box (Box C "People" and Box C "Book")

### Citation Examples for "People" Quotes in Outline

(Already Quoted in the Source)

If your quote is by a person, include their name and credentials on outlining lines:

**"The life of the nation is secure only while the nation is honest, truthful, and virtuous."**

**Frederick Douglass (19th-century abolitionist orator and writer)**

**"Commit yourself to the noble struggle for equal rights. You will make a better person of yourself, a greater nation of your country, and a finer world to live in."**

**(Martin Luther King, Jr., American icon, famous for leading the Civil Rights Movement)**

Box C "People"

### 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.
- B. Lifted text 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.
- C. 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.
- D. Be sure to include information about the source where you lifted the text--name, author, credentials, etc.:

**"Simplifications of Park's story claimed that she had refused to give up her bus seat because she was tired rather than because she was protesting unfair treatment. But she was an accomplished activist by the time of her arrest, having worked with the NAACP on other civil rights cases." "Rosa Parks" on Britannica**

**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 "People Quotes" box.)**

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

Box C "Book"

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

<> D. Outline each paragraph of your ways fairy tales help essay on the outlining lines provided:

- (1) **Review the** facts and quotes etc., that you put in your Brainstorming Box (Box A) earlier that you might want to include in your essay.
- (2) **“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.
- (3) **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.
  - a. You may want to outline using words from your source and then write the material in your own words when you write your essay.
  - b. You may or may not use all of the outlining lines provided.
- (4) Somewhere in the first sentence or two of the outline, 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 way fairy tales help**
  - c. **“LINKS” that way fairy tales help 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 Black American's Outstanding Contribution:** \_\_\_\_\_

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 Black American's Outstanding Contribution:** \_\_\_\_\_

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 C of Body**

Topic of PoB C--**Third Black American's Outstanding Contribution:** \_\_\_\_\_

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 \_\_\_\_\_

+ Eighty percent of the time the paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph. This introduces that paragraph and/or links that paragraph to the previous one.

SAMPLE