Projects 1 & 2: Original Expository Essay--Three Ways Fairy Tales Help Kids
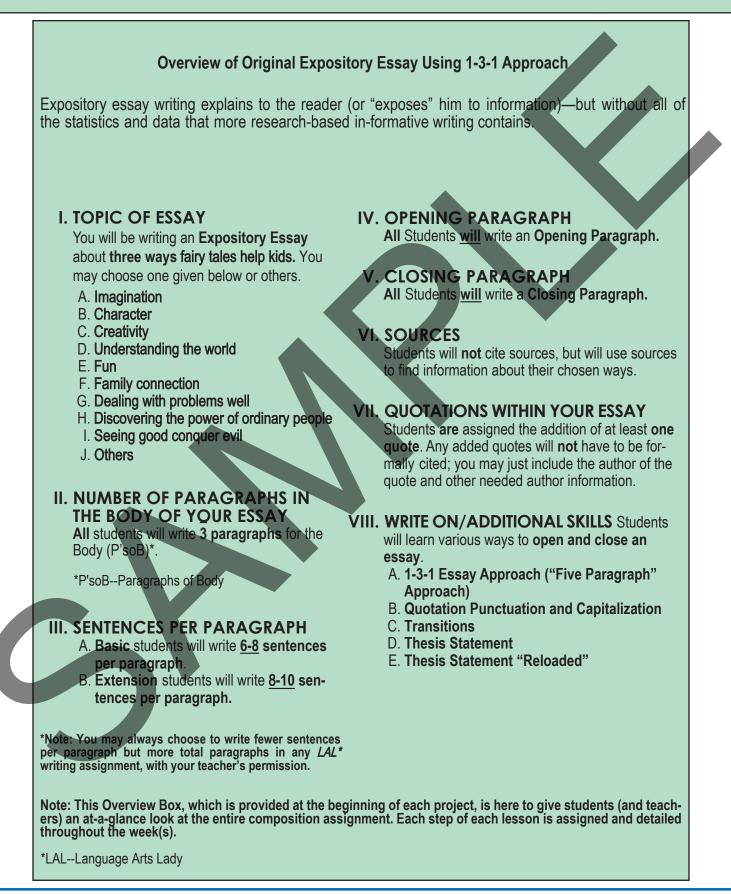
3 P'soB Plus Opening Paragraph and Closing Paragraph

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

Expository essay writing explains to the reader (or "exposes" him to information)—but without all of the statistics and data that more research-based in-formative writing contains.

I. TOPIC OF ESSAY
You will be writing an **Expository Essay** about **three ways fairy tales help kids.** You may choose one given below or others.
- A. Imagination
- B. Character
- C. Creativity
- D. Understanding the world
- E. Fun
- F. Family connection
- G. Dealing with problems well
- H. Discovering the power of ordinary people
- I. Seeing good conquer evil
- J. 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.

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

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"**

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 ways fairy tales help kids.

<> A-1. Read the student sample, "Three Ways Fairy Tales Help Kids" (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 Ways Fairy Tales Help Kids

Three important ways fairy tales help kids are providing a starting point for imagination, revealing the power of ordinary people, and showing how good can conquer evil. People around the world, children and adults, love fairytales. Often, different cultures share similar types of stories. So, in 1910, Antti Aarne, a Finnish scholar, created an index to classify and sort the world's fairy tales into different categories. After Stith Thompson and Hans-Jörg Uther updated this system in 1961 and 2004, folklorists named it the Aarne-Thompson-Uther (ATU) index. Today, the ATU index sorts all stories into seven broad categories of Animal Tales, Tales of Magic, Religious Tales, Realistic Tales, Tales of the Stupid Ogre (Giant, Devil), Anecdotes and Jokes, and Formula Tales. Each section has at least three subfields, so, for example, the Animal Tales category divides further into Wild Animals, Wild Animals and Domestic Animals, Wild Animals and Humans, Domestic Animals, and Other Animals and Objects. Folklorists love studying fairy tales as a science, but all the way down at the level of a child, fairy tales prove helpful. **[Opening Paragraph—History of Fairy Tales]**

First, fairy tales give kids constructive ideas for imaginative play. When kids play, they use the characters and ideas they know. The modern world of mundane office jobs and peaceful suburban living fails to provide much material for the imagination. Fairy tales expand kids' ideas, giving them the concepts and characters to populate the world around them. After reading a fairy tale, kids can now ponder what might be lurking behind the neighbor's house or what invisible weapons they can use to kill the monster. Kids need role models, people to copy, and fairy tales provide that. The heroes of fairy tales make wonderful models because they embody good and defend it against evil. Finally, fairy tales help kids imagine healthy things they might achieve or have in life. **[PoB A: Constructive ideas for imaginative play]**

Kids' ideas of what they might accomplish in life seem achievable because fairy tales also show the power of ordinary people. Cinderella discovers love and wealth despite beginning the story as a poor servant girl. Jack starts in poverty, but becomes wealthy through the magic beans and the beanstalk. Most kids do not feel rich or famous, and they can relate to these characters in their ordinary state. The rise of these characters gives kids the idea that they also might achieve something extraordinary. Not only that, seeing the reactions of ordinary characters to their problems shows kids how to handle their own struggles. Cinderella demonstrates character in her suffering, while Jack shows resourcefulness. In the real world, these qualities distinguish those who handle suffering well from those who do not. **[PoB B: Power of ordinary people]**

Box A-1 (continued on next page)

Knowing how to handle evil is invaluable, but a child (or an adult) must also have hope that good can conquer evil, not just withstand it. In order to demonstrate the hope that evil can be conquered, fairy tales always begin by defining the good and evil characters. This helps kids identify the scary or difficult things in their own life with the evil character and see themselves or some higher power as the good character. Then, they can witness the hero conquer the evil that seems invincible in the story. As G.K. Chesterton observed, "Fairy tales do not tell children the dragons exist. Children already know that dragons exist. Fairy tales tell children the dragons can be killed." In Snow White or Sleeping Beauty, the witch seems to succeed, but then somehow the hero or heroes succeed in defeating her. Captain Hook terrifies and overpowers everyone, but he proves no match for Peter Pan or the ticking crocodile. Thus, in fairy tales, children witness both the power of evil and the stronger ability of good to overcome it. They can then apply this to their own lives, giving them confidence and hope. **[PoB C—Showing how good conquers evil]**
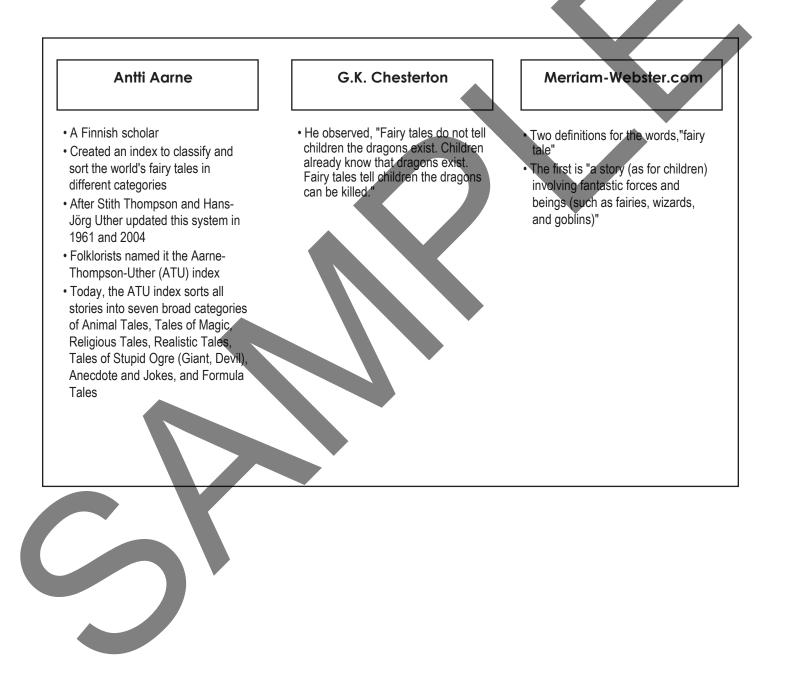
Fairy tales help kids by equipping their imagination, encouraging them to see the power of ordinary people, and showing them that good can overcome evil. *Merriam-Webster.com* offers two definitions for the words "fairy tale." The first is "a story (as for children) involving fantastic forces and beings (such as fairies, wizards, and goblins)." This kind of fairy tale is what helps kids. However, the words "fairy tale" also impact how all Americans think and speak. *Merriam-Webster.com* reflects this, also defining a fairy tale as "a story in which improbable events lead to a happy ending." Today, this gives us sentences like, "Winning the championship capped a fairy tale season for this team." The words "fairy tale" likely began to be used this way because people know all fairy tales overflow with unlikely happenings. Because of this, when something unlikely happened in real life, it reminded them of a fairy tale. These two divergent definitions for the words "fairy tale" show just how deeply the ideas of fairy tales reach within our minds and overflow in our speech. **[Closing Paragraph—Definition Paragraph]**
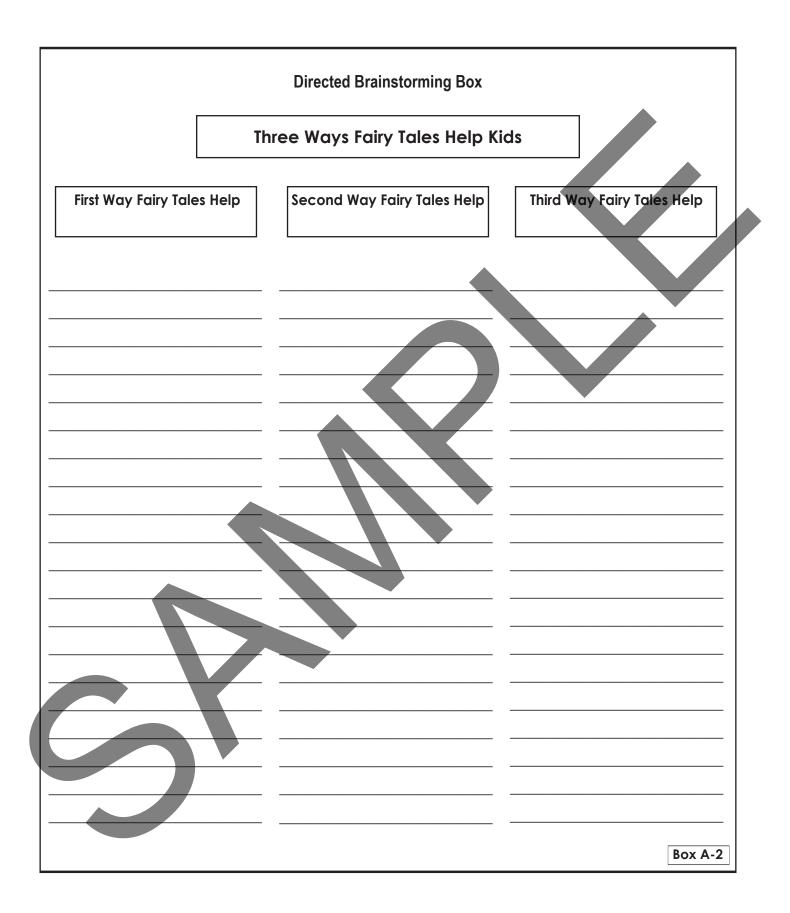
    = Thesis Statement & Thesis Statement Reloaded
Bold & <u>Underline</u> = Transition/paragraph topic sentences
PoB = Paragraph of Body

Box A-1

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

    1. Do a quick online search of the many benefits of fairy tales

    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:

Antti Aarne	G.K. Chesterton	Merriam-Webster.com
• A Finnish scholar • Created an index to classify and sort the world's fairy tales in different categories • After Stith Thompson and Hans-Jörg Uther updated this system in 1961 and 2004 • Folklorists named it the Aarne-Thompson-Uther (ATU) index • Today, the ATU index sorts all stories into seven broad categories of Animal Tales, Tales of Magic, Religious Tales, Realistic Tales, Tales of Stupid Ogre (Giant, Devil), Anecdote and Jokes, and Formula Tales	• He observed, "Fairy tales do not tell children the dragons exist. Children already know that dragons exist. Fairy tales tell children the dragons can be killed."	• Two definitions for the words,"fairy tale" • The first is "a story (as for children) involving fantastic forces and beings (such as fairies, wizards, and goblins)"

Directed Brainstorming Box

Three Ways Fairy Tales Help Kids

First Way Fairy Tales Help	Second Way Fairy Tales Help	Third Way Fairy Tales Help

Box A-2

Projects 1 & 2: Original Expository Essay--Three Ways Fairy Tales Help Kids

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 fairy tales providing a starting point for imagination, you might say *First, fairy tales give kids constructive ideas for imaginative play.*

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 imaginative play. **The Thesis Statement must tell what the entire essay is about.**

For example, *Three important ways fairy tales help kids are providing a starting point for imagination, revealing the power of ordinary people, and showing how good can conquer evil.*

<> **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 important ways fairy tales help kids are providing a starting point for imagination, revealing the power of ordinary people, and showing how good can conquer evil.

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 <u>Outline</u>

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:

"Fairy tales do not tell children the dragons exist. Children already know that dragons exist. Fairy tales tell children the dragons can be killed." G.K. Chesterton (English writer late 1800's; 80 books)

"Being born in a duck yard does not matter, if only you are hatched from a swan's egg." (Hans Christian Anderson, Danish writer, famous for his fairy tales)

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.:

"The simplicity of good overcoming evil is deeply reassuring to a child struggling to make sense of the wide world around them." "5 Reasons Fairy Tales are Good for Children" on Learning Through Literature

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 Way Fairy Tales Help:** _____

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 _____

AII--Paragraph B of Body

Topic of PoB-B--**Second Way Fairy Tales Help:** _____

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 _____

AII--Paragraph C of Body

Topic of PoB-C--**Third Way Fairy Tales Help:** _____

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.

Lesson E. Write On: Quote Rules and Samples

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.
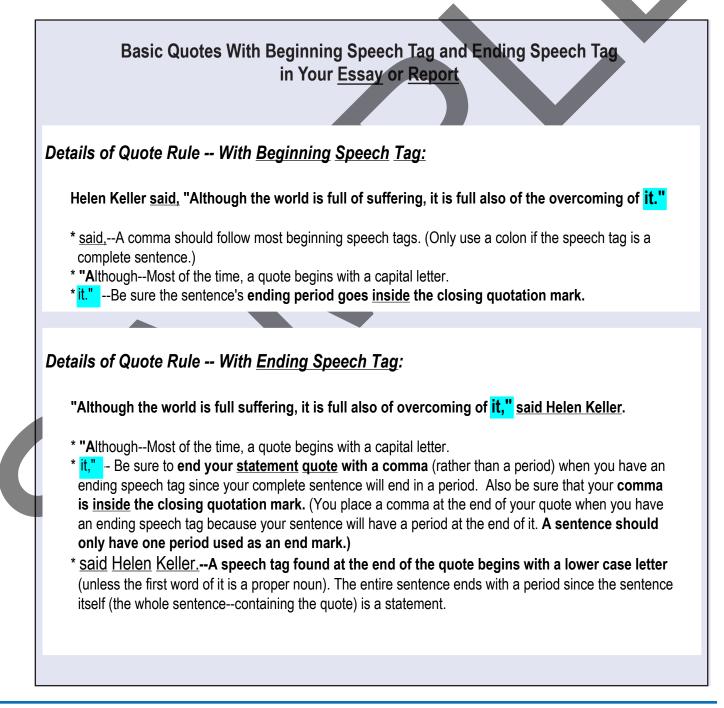

Punctuation Rules

1. Always put periods and commas **inside** a closing quotation mark in the United States:
   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.)

Speech Tag Rules

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:
   • Dad sai**d, "**Get all of your jobs done."
3. Use a comma at the end of a declarative (statement) 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.

<> E. Study the quotation box provided, following these steps:

(1) **Read the quote at the top of each one.**

(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 <u>Essay</u> or <u>Report</u>

Details of Quote Rule -- With <u>Beginning Speech Tag</u>:

Helen Keller <u>said,</u> "Although the world is full of suffering, it is full also of the overcoming of `it."`

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

Details of Quote Rule -- With <u>Ending Speech Tag</u>:

"Although the world is full suffering, it is full also of overcoming of `it,"` <u>said Helen Keller</u>.

* **"A**lthough--Most of the time, a quote begins with a capital letter.
* `it,"` -- Be sure to **end your <u>statement</u> <u>quote</u> 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 <u>inside</u> 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.)**
* <u>said</u> <u>Helen</u> <u>Keller</u>.**--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 F. Composition: Writing Original "Expository" Essay

<> F. 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.

    (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 Paragraph later. You do not need to include the Thesis Statement in your essay yet.

    (4) **Write the first paragraph of the body** of your essay (PoB-A) in your notebook or key it on the computer. Start with the Transition or Link Sentence.

    (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 *they, them, a child, parents, people, others, individuals,* **etc., not** *I* **or** *you.*