

# Projects 3 & 4: Original Expository Essay--Three Castle Objects You Would Like As Friends

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

### Overview of Original Expository Essay

This week we will learn about non-persuasive essay writing (using the Sentence-by-Sentence Outlining method). 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.

#### I. TOPIC OF ESSAY

You will be writing an **Expository Essay** about **three castle objects you would like as friends**. You may choose one given below or others.

- |                            |             |
|----------------------------|-------------|
| A. Suit of Armor           | B. Torch    |
| C. Chair                   | D. Gate     |
| E. Bed                     | F. Cloak    |
| G. Shoes                   | H. Rug      |
| I. Bear Skin Rug           | J. Saddle   |
| K. Coat of Arms            | L. Crossbow |
| M. Shield                  | N. Pike     |
| O. Sword                   | P. Mace     |
| Q. Animal Head on Wall     |             |
| R. Big Black Cast Iron Pot |             |
| S. Other                   |             |

#### 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 **7-10 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.

\*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 need to 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.

#### VIII. WRITE ON/ADDITIONAL SKILLS

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

- A. **Quotation Punctuation and Capitalization**
- B. **Transitions**
- C. **Thesis Statement**
- D. **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).**

## Lesson A. Study Skills/Prewriting: Planning Three Paragraphs for the Body of Essay

<> **A-1.** Read the student sample, "Three Castle Objects You Would Like as Friends" (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

SAMPLE

### Student Sample - Three Castle Objects You Would Like as Friends

Castles have existed in one form or another for thousands of years. The European castle building age began in the ninth century and lasted until the fifteenth century. People began constructing these fortresses after Europe was divided into thousands of tiny kingdoms. Constant raids and counterattacks between these states forced people to create bastions for protection. Castles were fantastic friends in case of enemy attack, and over 75,000 were built in Western Europe. What if more than the stone walls were your partners, though? What if the objects inside a castle could come alive? Three castle objects I would like as friends are a suit of armor, a torch, and a rug. **[Opening Paragraph]**

A suit of armor would be amazing to have as a friend for three reasons. First, it would be incredibly easy to put on. Each armor piece could jump onto my body and tighten perfectly. Secondly, it would give me a huge advantage in a battle. While I attacked with my sword, my suit could use my shield to defend me. When I began to tire, it could move both hands for me. Finally, it would provide me with increased mobility as the heavy armor could march with me under its own power. **[PoB-A: Suit of Armor]**

Another useful object to have as a friend would be a torch. A torch as a light for me to see by would be great, but what if it could relay to me what it observed? This would allow me to toss my flaming stick around a corner and hear a report about the room. Any arrows or spears would not hurt the torch even though they could harm me. Of course, my fiery friend would also be a distraction to the enemy in a battle. It could hop between my enemies' legs and force them to watch their feet. This would render them much less effective in fighting me. **[PoB-B: A Torch]**

A suit of armor and a torch would be fantastic friends, but what about a rug? The first advantage of a living rug is that it could clean itself. It would also be incredibly easy to transport since it could roll under its own power. However, there are far more fabulous uses for a rug. A crowd of enemies could step on it without realizing it was alive. Then, before they could attack me, it could knock them off their feet. It could then roll among my enemies, constantly tripping them. **[PoB-C: A Rug]**

Thomas Aquinas once stated, "There is nothing on this earth more to be prized than true friendship." A suit of armor, a torch, and a rug would all be three fabulous friends. They would protect me well from enemies in a battle. The suit of armor would increase my strength. The torch would give me better reconnaissance. The rug would provide me with a secret weapon. I believe there are no better friends than the ones--such as these--who help you survive when adversity attacks. **[Closing Paragraph]**

 = Thesis Statement & Thesis Statement Reloaded

Box A-1

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

1. Do a quick online search of castle objects.
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.

<b>Directed Brainstorming Box</b>		
<b>Three Castle Objects</b>		
<b>First Castle Object</b>	<b>Second Castle Object</b>	<b>Third Castle Object</b>
<b>Brainstorming Box A-2</b>		

# 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 about the torch as one of your castle friends, you might say *Another useful object to have as a friend would be a torch.*

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

For example, *Three castle objects I would like as friends are a suit of armor, a torch, and a rug.*

<> **B.** Now that you have thought about your objects and possibly researched them, 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 castle objects of your essay.**
3. Do **not** say, *In this essay, you will learn about....or In this essay, I will tell you about...*
4. Include your castle objects in your Thesis Statement in the same order that they will appear in the body of your essay.

## Sample “Working” Thesis Statement

Three castle objects I would like as friends are a suit of armor, a torch,  
and a rug.

Sample Box B

My “Working” Thesis Statement for this essay: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Box B

**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 your outlining.**

Note: The “Thesis Statement” above is a “Working” Thesis Statement. You will tweak it later when you write your Opening Paragraph so that it fits well with the type of Opening Paragraph you write.

## Lesson C. Write On: Transitions

While your Opening Paragraph--namely your “Thesis Statement”--will introduce the topic of your essay, you still need to remind the reader of the topic of your essay in each paragraph via transition sentences--or LINKS.

If you have written one paragraph reports and essays before, you have probably already learned about the Topic Sentence.

**The Topic Sentence is the sentence in a paragraph that tells that paragraph’s topic.** That is, it tells what the **entire paragraph is going to be about.**

Even though you are writing three P’soB this week, you still need a point in each paragraph that tells the reader, “Hey, this paragraph is about \_\_\_\_!” (Without saying that though!).

The Topic Sentence is **often found in the first two sentences of a paragraph.** This is why some programs call it the Opening Sentence.

**You should consider the Topic Sentence of each paragraph to be the “LINK” that links that paragraph’s topic to the entire paragraph.** This Topic Sentence will **sometimes be called the Transition Sentence** in longer and more detailed essays in the future.

Regardless of what it is called, this is an extremely important sentence in your paragraph--as **linking each paragraph with the whole essay is crucial for helping readers to enjoy and understand your essay.**

## LINK

Regardless of what you call it, every paragraph needs a **LINK**--a sentence that LINKS that paragraph to the entire essay:

- **Topic Sentence** of a Paragraph--is a **LINK**
- **Opening Sentence** of a Paragraph--is a **LINK**
- **Transition Sentence** of a Paragraph--is a **LINK**

<> **C-1.** In the sample essay provided, highlight the following sentences in P'soB-A, B, and C (second, third, and fourth paragraphs).

- a. The first is *A suit of armor would be amazing to have as a friend for three reasons.*
- b. The second is *Another useful object to have as a friend would be a torch.*
- c. The third is *A suit of armor and a torch would be fatnastic friends, but what about a rug?*

Each of these sentences is a transition sentence that links that paragraph with the topic of the essay (the "thesis").

This is sometimes called **sign posting**--telling your reader where you've been, where you are, and where you are headed in your essay.

In order to write these transition/LINK sentences, you will want to use transition words or statements.

<> **C-2.** Study the Transition Words and Phrases provided in the box.

<> **C-3.** In the Sample Essay provided (Box A-1 & C-3), highlight six transition types of words or phrases, excluding the word *and*. (If you need help with this, use the Transition Words and Phrases box.) Remember, transition words and phrases may fall anywhere in a paragraph. They are used to LINK and transition, but they are also used to introduce examples, to compare, to contrast, and more within a paragraph.

## Transition Words and Phrases

**For transition sentences, you will often use transition words.** Consider the following words and phrases for introducing continuing paragraphs--as well as for showing chronology, comparisons, contrasts, cause/effect, and more in sentences **within** a paragraph.

### To Show Addition or More

- and
- than
- equally important
- last
- next
- consequently
- thus
- in addition to
- too
- first
- finally
- likewise
- in the same way
- therefore
- furthermore
- also
- second, etc.,
- not only-but also
- similarly
- for example
- otherwise
- moreover
- both-and
- again
- as well as
- in fact
- for instance
- besides
- another
- further
- in the second place
- as a result
- however

### To Introduce an Illustration or Example

- thus
- in other words
- for example
- in particular
- for instance
- specifically
- namely
- such as
- to illustrate

### To Contrast

- on the contrary
- nevertheless
- on the other hand
- at the same time
- contrarily
- in spite of
- rather
- while this may be true
- notwithstanding
- in contrast
- or
- but
- yet
- nor
- however
- on one hand
- conversely

### To Compare or Show Similarities

- similarly
- likewise
- in like fashion
- in like manner
- analogous to

### To Emphasize

- above all
- surely
- also
- indeed
- in fact
- furthermore
- truly
- in truth
- in addition
- of course
- again
- certainly
- besides

### To Give Suggestions or Challenges

- for this purpose
- therefore
- to this end
- with this in mind
- with this purpose in mind

### To Show the Results of or Consequences of Something

- so that
- accordingly
- since
- with the result that
- for this reason
- due to
- thus
- therefore
- as a result
- consequently
- so
- in other words
- hence
- because
- then

Box for C-2 & C-3



# Lesson D. Write On: Inserting Quotes in Outline

<> D-1. Study the General Quote Inclusion in Outline Box (Box D-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 D-1

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

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

<> E. Outline each paragraph of your three castle objects you would like as friends essay on the outlining lines provided, following these tips:

- (1) **Review your Brainstorming Box and add to it** as you think of more ideas (from Box A-3).
- (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 information you have in the order that you think you would like to include each** in your paragraph.
- (3) **Outline your essay one paragraph at a time** in a Sentence-by-Sentence (S-by-S) manner.
  - a. You may use complete sentences, statements, or key words for each sentence.
  - b. You may want to outline using words from your source and then write the material in your own words when you write your essay.
  - c. You may or may not use all of the outlining lines provided.
- (4) **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 castle object**
  - c. **“Links” that object with the thesis.** This is why the first two outlining lines for each paragraph have the words LINK Sentence provided--to remind you to include that LINK/transition.

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 Castle Object: \_\_\_\_\_

LINK/Transition (+)--Sentence 1 \_\_\_\_\_

LINK/Transition (+)--Sentence 2 \_\_\_\_\_

Support Sentence (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 Castle Object: \_\_\_\_\_

LINK/Transition (+)--Sentence 1 \_\_\_\_\_

LINK/Transition (+)--Sentence 2 \_\_\_\_\_

Support Sentence (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 Castle Object: \_\_\_\_\_

LINK/Transition (+)--Sentence 1 \_\_\_\_\_

LINK/Transition (+)--Sentence 2 \_\_\_\_\_

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

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

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

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

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

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

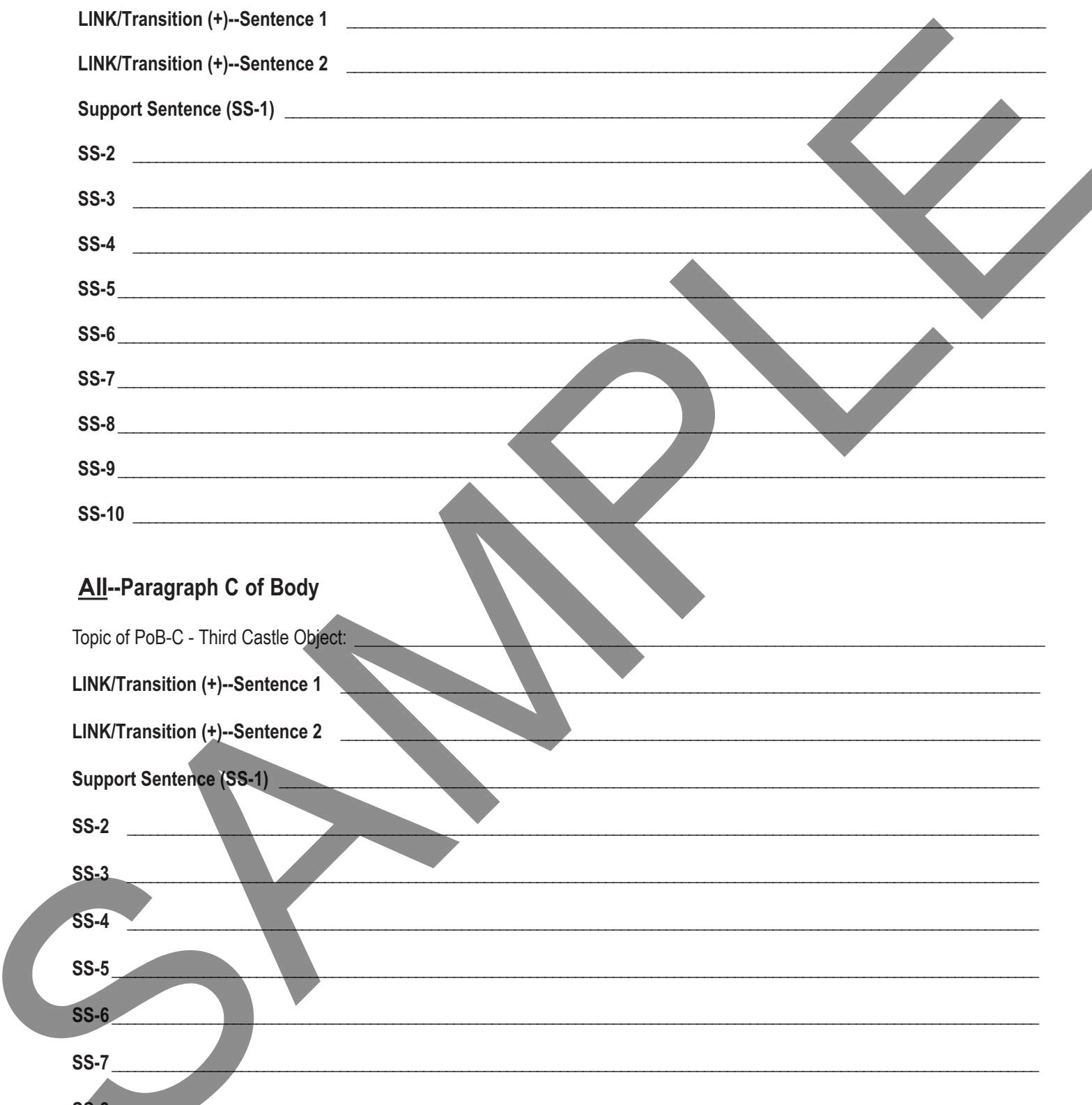
SS-7 \_\_\_\_\_

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 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 Sentence 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.
- (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.