

## Quotation Essay Sample Expository Essay

If I asked you to name a book by the author C.S. Lewis, which of his writings come to your mind? Most likely, it would be *The Chronicles of Narnia*, a popular book series he wrote from 1950 to 1956. The most famous book in the series is the first one, *The Lion, the Witch, and the Wardrobe*. That's why it was the first of the novels to be made into a movie, which was released in December 2005. Much of the material from the books has a place in the movie, including versions of three famous quotes uttered by Professor Kirke, Aslan, and Mr. Tumnus. Each of these characters makes an insightful and intriguing statement in the movie *The Lion, the Witch, and the Wardrobe*. **[Opening Paragraph]**

Professor Kirke makes a humorous but powerful statement, when he comments to himself under his breath, "What do they teach in schools these days?" Professor Kirke resides in a mansion in the English countryside, and the government has sent the Pevensie children to his house to protect them from the frequent air raids on London at this time. He utters this question when the youngest Pevensie, Lucy, wakes him up in middle of the night with her crying. The other kids explain that they have upset her because they accuse her of making up a story about a world inside a wardrobe in the mansion. This shocks the Professor, who believes that magic is possible, and cannot believe that schools do not teach this to children like the Pevensies. Professor Kirke's surprising reaction to their story confuses the children, but only a few days later, they all accidentally end up in Narnia, the world inside the wardrobe. Thus, this statement is quite ironic since everyone knows that the world of Narnia exists, and it is therefore foolish not to believe in magic as most kids are taught. As a reflection on the real world, it also reminds everyone that imagination is just as important as practical or theoretical knowledge. This is a valuable lesson, and the Pevensies learn another life value once they enter Narnia. **[PoB-A]**

After the children's adventures in Narnia, the movie brings the viewers to Aslan's resurrection, the climactic moment in *V@ÁŠ} Êc@ÁY ã&@Áæ áÁc@ÁY æáí/ à^*. Right after that event, he states some wise words of explanation: "If the Witch knew the true meaning of sacrifice, she might have interpreted the deep magic differently." He refers here to the deal he made with the villain of the story, the White Witch, in order to free Edmund from the deep magic that held him captive to her. The

Box A-1 (continued on next page)

Box A-1 (continued from previous page)

Witch believed Aslan had to let her kill him in order to free Edmund; however, she did not realize that a willing sacrificial victim would resurrect after this. Thus, Aslan returns, to the surprise of Susan and Lucy, who just finished watching over his dead body all night. Following the happy meeting where he utters these words, Aslan resurrects the people and animals turned to stone by the Witch. Then, he leads them to the rescue of Peter, Edmund, and their army. In a broader sense, though, this quote comments on the fact that good will triumph over evil because workers of wickedness cannot understand the selfless sacrifices virtuous people make for their cause. Professor Kirke's and Aslan's words are valuable, but most powerful words come from an unlikely source at the end of the movie. **[PoB-B]**

Following the victory over the White Witch, Aslan crowns the Revenies kings and queens and then wanders down to the seashore by himself. As Mr. Tumnus, the faun, and Lucy watch him from the castle balcony, Mr. Tumnus gives a wise answer to Lucy's inquiry about where Aslan is going. He comments, "He's not a tame lion," to which Lucy replies, "...but he is good." Then, in the next scene, Aslan disappears to the sorrow of Lucy. However, this quote gives everyone hope because it points out Aslan's most important aspect: his independence. Nobody can predict what he will do next, but that means he has more power than anyone else in Narnia. Fortunately, he also does not do this out of selfishness as Lucy points out; he uses his power and unpredictability to help his followers just when they need it. **[PoB-C]**

For me, these are three memorable quotations from the movie, *The Lion, the Witch, and the Wardrobe*, but what do I mean when I say memorable? According to *Dictionary.com*, memorable is an adjective meaning either "worth remembering; notable" or "easily remembered." In this case, I mean both; I believe these quotes teach valuable lessons, and they also stick in my mind. Instead of memorable, I could also have used *catchy, enduring, extraordinary, indelible, meaningful, or unforgettable*. However, I love the way memorable combines the value and catchiness of the quotes in one word. Professor Kirke, Aslan, and Mr Tumnus make three memorable remarks in *The Lion, the Witch, and the Wardrobe*.

**[Closing Paragraph]**

▲ = Thesis Statement & Thesis Statement Reloaded

Underline = Transition/paragraph topic sentences

PoB = Paragraph of Body

Box A-1

**\*Notice how the Thesis Statement for this essay falls at the end of the Opening Paragraph.**

**\* Notice how the Thesis Statement “Reloaded” says a little bit of what the Thesis Statement said--but with a little different wording.**

Now it is your turn to choose quotations! You may choose any type of movie quotes that you would like to write about, including, but not limited to, the ones provided in this lesson’s Overview Box:

1. Three quotes **from one specific movie but by different people**
2. Three quotes **from one specific movie by different people about different things**
3. Three quotes **from a movie series that were all spoken by the same character**
4. Three quotes **from a movie, all from the same character**

Keep these things in mind concerning **Patterned Paragraphs and this Quotation Essay:**

1. Multi-Patterned Paragraphs **work better when each one is strongly linked to the others.**
2. You will only want to **use Patterned Paragraphs if your quotes are linked**, such as:
  - a. Three quotes by the same person
  - b. Three quotes from the same movie/movie series
3. See the quotation Patterned Paragraphs Template below

### **Quotation Patterned Paragraphs Template**

Example: **Three Quotes by Same Person**

1. When spoken
2. Why spoken
3. Audience
4. Meaning
5. More background
6. Impact

Example: **Three Quotes From the Same Movie/Movie Series**

1. Who said it
2. Why spoken
3. When spoken
4. Audience
5. Impact
6. More background
7. Link to other paragraph quotes

**<> A-2. Optional:** In the Brainstorming Box (BB) provided, brainstorm about topics you might enjoy finding quotes about, people you might want to use quotes from, or quotes that you might partially remember in the following way:

**Note: If you already know the movie/movie series, quotable person, or quotes you would like to use, you may skip this assignment.**

- (1) Take a look at the **Sample Brainstorming Box** provided.
- (2) **Go to whichever section of the BB that helps you the most to get started**—you may start wherever you like and go in any order, come back to a column later, etc.
- (3) Think about **movie/movie series that interest you and jot them down** in the Movies/Movie Series column.
- (4) Think about **movie characters who interest you and jot their names** down in the Characters column.
- (5) Think about **quotes from movies you have seen—even if you do not recall the entire quote—and jot down**, in the quotes column, **anything that will help you find that quote** if you choose to use it.
- (6) **Jump around from column to column as you think.**
  - a. Do not be concerned with whether you will use the information or not.
  - b. Do not worry about making a final decision about what you are going to write about at this stage.
  - c. Do not be concerned about each column being related to another column--or not being related to the others.
  - d. Just think and jot!

<b>Brainstorming Box</b>		
<b>Movies/Movie Series</b>	<b>Characters</b>	<b>Quotes</b>
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**Optional Box for A-2**

Sample Brainstorming Box		
Movies/Movie Series	Character	Quotes
Dumbo	Baloo	Have courage and be kind
Cinderella	Aslan	Not a tame lion...
Beauty and the Beast	Cinderella's mother	The law of the jungle
The Chronicles of Narnia	Bagheera	...forget about your worries and your strife
Pete's Dragon	King Louie	Magic older than deep magic
The Jungle Book	Belle	

Sample for Optional Box A-2

<> **A-3. Optional:** Now “work” in your Brainstorming Box by doing any or all of the following:

- (1) **Use colored pencils or colored highlighters to mark up your box**---star, circle, box, highlight with certain colors, etc., anything that you think you might want to use.
- (2) Add more to the BB as you are working in it.
- (3) See if anything jumps out at you and how the three might be connected.
- (4) From this BB work, see if you are ready to commit to any of the following:
  - a. **One character** that you want to write quotes from
  - b. **Three quotes** that you want to use
  - c. **One movie** that you want to find quotes from
  - d. **Three characters** that you want to quote
  - e. A **series of movies** that you want to use quotes from
- (5) **Even though you are writing about three different quotes, you will “LINK” your quotes together in one Thesis Statement later in your Opening Paragraph--so think about this “LINK” as you work in your Brainstorming Box.** You might even want to jot down your LINK in the margin of your paper (i.e. Baloo quotes, quotes from *The Chronicles of Narnia*, quotes by three comic characters, etc.)

<> **A-4.** Do any of the following that will **help you find your three quotations:**

- (1) If you are writing quotes from one character, **look up that character's name online**, along with the word QUOTES (*Baloo quotes*).
- (2) If you are writing quotes about a movie/movie scenes, **look up that movie/movie series online**, along with the word QUOTES (*Beauty & the Beast* or *Chronicles of Narnia quotes*).
- (3) If you already know what three quotes you wish to use, **find the exact quote online and any additional information** that you might desire to have for your essay.

↔ A-5. Study the Sample Directed Brainstorming Boxes (DBB) provided.

Sample Directed Brainstorming Box 1

**Quote 1:** "What do they teach in schools these days?"

Professor Kirke

**Additional Information**

<u>Says this → response 2 Pevensis</u>	<u>1st meeting Pevensies = with Dr. Kirke</u>
<u>Sibling concerns about Lucy</u>	
<u>Several scenes later all Pevensies</u>	
<u>enter → 2 Narnia</u>	

Sample for Box A-6

Sample Directed Brainstorming Box 2

**Quote 2:** "If the witch knew the true meaning of sacrifice, she might have interpreted the deep magic differently."

Aslan

**Additional Information**

<u>After Susan/Lucy discover Aslan =</u>	<u>Shows triumph of good over evil</u>
<u>come back 2 life</u>	<u>Be witch thought she = trampled</u>

Sample for Box A-6

Sample Directed Brainstorming Box 3

**Quote 3:** "He's not a tame lion."

Mr. Tumnus

**Additional Information**

<u>As Lucy/Mr Tumnus observe</u>	<u>Lucy replies 2 this = ..."but he is good."</u>
<u>Aslan walking by sea right before he →</u>	
<u>away from Narnia</u>	

Sample for Box A-6

<> **A-6.** Write the three quotes and the character who said them, along with any other information that you think you want (from your “research” above) in the Directed Brainstorming Boxes (DBB) provided.

(1) **You might want information about when the quote was spoken**, who it was spoken to, the impact of the quote, the movie it came from, the reason it was said, etc.

(2) The **type and amount of additional information that you will need for your essay will depend upon the “LINK”** of your quotes. You may desire to find various types of information:

- a. If your quotes are by **one character, your “LINK” is the common character**-- his or her qualities, actions in the movie, etc.
- b. If your quotes are **from the same movie, your “LINK” is that movie**. While you might need information about each one's author, you will likely want to gather information about how each quote fits into the whole movie.

(3) Be sure you **include enough information in your Directed Brainstorming Box to write seven to ten sentences** for each paragraph/quote. (You will organize this information in a little while as you create an outline.)

**Directed Brainstorming Box 1**

Quote 1: \_\_\_\_\_

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**Box A-6**



**Directed Brainstorming Box 2**

Quote 2: \_\_\_\_\_

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**Additional Information**

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**Box A-6**

**Directed Brainstorming Box 3**

**Quote 3:** \_\_\_\_\_

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**Box A-6**

## Lesson B. Research and Study Skills: Design the “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 your quote by Aslan from *The Lion, The Witch, and The Wardrobe*, you might say *Aslan declares that good will always triumph because evil powers do not understand good*.

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

For example, *Professor Kirke, Aslan, and Mr. Tumnus make three insightful and intriguing statements in the movie The Lion, the Witch, and the Wardrobe*.

<> **B.** Now that you have thought about your quotes and researched them, you are probably ready to **write a “Working” Thesis Statement** about your essay:

- (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

Professor Kirke, Aslan, and Mr Tumnus make three insightful and intriguing statements in the movie *The Lion, the Witch, and the Wardrobe*.

Sample Box B

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Box B

# 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:

"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 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 expository quotation essay on the outlining lines provided:

- (1) **Review the quotes and the additional information that you put in your Brainstorming Box** 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 your first sentence or two of each paragraph, 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 reason**
  - c. **“LINKS” that reason 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 Quote: \_\_\_\_\_

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 Quote: \_\_\_\_\_

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 \_\_\_\_\_

SAMPLE

**All--Paragraph C of Body**

Topic of PoB-C--Quote: \_\_\_\_\_

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.

SAMPLE