

Lesson A. Learning About the Character Analysis Essay

There are many ways to write essays of all types. My books teach many of these. However, when it comes to beginning character analysis, sometimes it is better to do it paragraph by paragraph with a different characteristic in each paragraph. This allows the inexperienced analysis writer to keep each paragraph simple and to not have to know too much about each type of characterization.

Note: If you are experienced in literature analysis and/or essay writing, your teacher may want you to write all of your four or six paragraphs about ONE characteristic (as opposed to writing a different characteristic in each paragraph). Be sure to check with her to see if she would rather you do this. In this way, your entire paper would be about how Beast is dynamic, for instance. Then each paragraph would give evidence or an example of how he was dynamic in the story.

<> **A-1.** Read the Sample Essay provided in Box A-1.

1. Pay close attention to the **topic of each paragraph**.
2. Notice how **each paragraph is about a different characteristic** that, that character displays.
3. This is the one-characteristic-per-paragraph method.

Character Analysis Report on *Beauty and the Beast* [Sample Expository Essay]

In the story of *Beauty and the Beast*, the Beast (or the prince) can be analyzed by observing his personality traits, his motivation, his ethics, his effects on others, his traits that are drawn out by other characters, and his changes during the course of the story. In the first category, the prince's personality traits, he has to be analyzed differently before, during, and after his transformation. Pre-enchantment, he is extremely selfish; he feels that he has no obligations to anyone. When the enchantress disguised as a beggar asks him for shelter, he has no thought for her well-being and immediately tries to turn her away. However, during his enchantment his dominant trait is self-pity. This is attested to by the fact that he roars in agony when he realizes he is now the Beast. Finally, post-enchantment, his strongest personality trait is love. He reveals this when he allows Belle to attempt to rescue her father even though this could leave him as the Beast forever. **[PoB-A] (In the story of *Beauty and the Beast*...) What Personality Traits of the Character Are Dominant?** is the essay's Thesis Statement.

The Beast's motivation, like his personality traits, also changes as the story progresses. At first, the prince's main motive is his own pleasure. However, once he is transformed into the Beast, his driving impetus is becoming human again. When this seems impossible, the Beast's motivation is basically to kill or imprison whoever trespasses on his property. Later, once he meets Belle, he again reverts back to his earlier motivations of becoming human again. As he begins to fall in love with her, though, this motivation is intertwined with his desire to protect and please her. This second motive wins out when the Beast agrees to allow Belle to leave and attempt to rescue her father. Because he allows this motivation to triumph, the prince is ultimately able to satisfy both his desire to become human again and his desire to please Belle. **[PoB-B] (The Beast's motivation, like his personality traits...) What Motivates the Character?**

Closely connected to motivations is the subject of ethics, and that is the case with the Beast's ethics. Prior to his enchantment, the prince's ethical code is this: whatever helps him is good and whatever does not assist him is evil. When the beggar offers him a gift, he is interested until he sees that it is only a seemingly worthless rose. As the Beast, the prince holds the same values initially, but they change dramatically once Belle enters the picture. The first example of this change occurs when Belle is attacked by wolves. The Beast is faced with a situation that challenges him to assist another person. As Martin Luther King, Jr. famously declared, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." The Beast's willingness to endanger himself by responding to this crisis reveals his new care for another person—Belle. **[PoB-C] (Closely connected to motivations is the subject of ethics...) What Are the Character's Ethics?**

The Beast's effects on others paint an initially confusing picture. Some characters are affected negatively by the Beast, but others are impacted positively. The primary people who experience adverse effects from the Beast are the servants. When the prince is transformed into the Beast because of his pride, the household staff, who had done nothing wrong, are cursed as well. Of course, Belle is an example of someone who is affected positively since she ultimately ends up falling in love with him. Maurice, though imprisoned by the Beast at first and later left to despair of ever seeing his daughter again, ultimately has his situation improved by the prince's marriage to his daughter. Therefore, the Beast has an overall positive effect on the people who interact with him. **[PoB-D] (The Beast's effects on others...) What Are the Character's Effects on Others?**

Box A-1 & E-3 (continued on next page)

Box A-1 & E-3 (continued from previous page)

Not only does the Beast affect other people, but he also is impacted by others. Of course, the main person who impacts the Beast is Belle. Before her arrival, he had never loved someone in his life. Even before he begins to fall in love with Belle, though, the Beast sacrifices himself to save her from the wolves. This is the moment where the Beast begins to develop love, and it was a result of Belle's arrival at the castle. This love flowers as Belle cares for the Beast's wounds, and it comes to fruition when Belle asks to see her father. The Beast proves that his love is fully formed in him when, as stated previously, he allows Belle to leave the castle to rescue her father, potentially leaving him a Beast forever. **[PoB-E] (Not only does the Beast affect other people...)** What Traits of the Character Are Drawn Out When Interacting with Other Characters?

Out of all six of these analysis categories, the most significant area where can learn about the prince or Beast is in his changes during the course of the story. Physically, the prince is transformed twice: from the prince to the Beast and from the Beast back to the prince. The first metamorphosis results in a mental alteration as well, while the second transformation is the result of a mental change. When the prince realizes he is a Beast, his attitude quickly changes from arrogance to despair. However, at this point, he is not humble or loving, rather he is consumed with self-pity. Through his interactions with Belle, though, the Beast's attitude alters to one of humility and love. At this point, the terms of the enchantress's spell allow him to undergo his second metamorphosis, and become human again. Through analyzing the Beast's personality traits, motivation, ethics, effects on others, traits developed by interacting with others, and changes, we discover that the Beast is a character whose identity undergoes a major transformation. **[PoB-F] (Out of all six of these analysis categories...)** Is the Character Dynamic or Static?

Note: Underlines and bold fonts are provided for you to see the paragraph's topic statement/analysis at a glance.

- <> **A-2.** Re-read a version of *Beauty and the Beast* (or read for the first time). Pay attention to some of the things from the original Overview Box (or look ahead to the expanded list in A-3 provided). Choose the character that you want to analyze during this reading.

My Character's Name _____

- <> **A-3.** Read through the characteristics list given, and choose four (for Basic) or six (for Extension students) characteristics that you think you can write six to eight sentences about.

A. What are the character's effects on others?

1. Do other character's change when around that character?
2. How would other characters change if the protagonist were not in the story?

B. Is the Character Flat or Round?

1. Does the character contain contradictions?
2. What could explain the character's contradictions?

C. What symbol(s) is associated with the character?

- What does that symbol say about the character?

- D. What **color is associated** with the character?
- What does that color say about the character?
- E. **What motivates the character?**
1. Why do they do what they do?
 2. What in their past makes them react the way that they do?
- F. Is the character **dynamic or static**?
1. **Dynamic**=Character fundamentally **changes** over the course of the story
 2. **Static**=Character fundamentally **remains the same** from start to finish
 3. **Does the character go from optimistic to cynical, loving to hate-filled, immature to mature, etc.**
- G. What are the character's **ethics**?
1. What **code does the character live by**?
 2. **Do those change** over the story
 3. Does the character's **ethics change when things get tough**?
 4. Does the character **value two ethics but has to choose between them**?
- H. What **personality traits** are the most dominant?
1. Is the character **rash, angry, kind, cynical, hopeful**, etc.
 2. Does the character **maintain these personality traits** even in situations where it is unusual?
 3. Does she **remain hopeful** when it seems all hope is lost?
- I. What **traits of the character are drawn out when interacting with other characters**?
1. Is another character a foil?
 - Character whose chief purpose is the contrast with the main character
 2. **How does the character change** when interacting with other characters?
 - Are there any contradictions

Lesson B. Research and Study Skills: Research for Character Analysis Essay

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 motivation, you might say *The Beast's motivation, like his personality traits, also changes as the story progresses.*

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

For example, *In the story of Beauty and the Beast, the Beast (or the prince) can be analyzed by observing his personality traits, his motivation, his ethics, his effects on others, his traits that are drawn out by other characters, and his changes during the course of the story* is an appropriate Thesis Statement for this essay.

<> B. Now that you have thought about your qualities and possibly researched them, you are probably ready to write a “Working” Thesis Statement about your character quality category. 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 aspects** of your essay.
- (3) Tell your reader what you plan to include in your essay (to a small extent, if desired).
- (4) Do not say, *In this essay, you will learn about....or In this essay, I will tell you about...*
- (5) Include your qualities in your Thesis Statement in **the same order** that they will appear in the body of your essay.

Sample “Working” Thesis Statement

In the story of *Beauty and the Beast*, the Beast (or the prince) can be analyzed by observing his personality traits, his motivation, his ethics, his effects on others, his traits that are drawn out by other characters, and his changes during the course of the story.

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.

Lesson C. Write On: First, Second, and Third Person Writing

<> C. Review First, Second, and Third Person Writing in the box provided.

Third Person vs First Person and Second Person Writing in Essay Writing

When you write a formal essay, you usually write in the third person.

Third person writing has the following characteristics:

1. It is writing that is **done by an outsider of the essay** (you, as the writer, will not be part of the essay or in the essay).
2. It is writing that **uses the pronouns *he, she, and they***.
3. It is writing that **does not use the pronoun *I*** (which is first person and is reserved for personal writing).*
4. It is writing that **does not use the pronoun *you*** (which is second person and is reserved for instructions and commands).**
5. It is writing that **uses words like *the person, the individual, the man, the woman, the officer, people***, etc.
6. It is **fairly formal** writing.

***Note about *I* in formal essays:** In the body of a formal Persuasive Essay, you will not use the word *I*. However, if you have an Opening and/or Closing Paragraph in which you include a story that happened to you, you may use the word *I*--if you absolutely cannot think of another Opening Paragraph or Closing Paragraph.

****Note about *you* in formal essays:** In the body of a formal Persuasive Essay, you will not use the word *you*. However, if you have an Opening and/or Closing Paragraph in which you include a challenge or series of steps that you *hope* your reader will take as a result of reading your essay, you may use the word *you*. For example, in a persuasive essay about second hand smoke, you might open your essay with questions directed to the reader to make him or her pause and think: *Do you ever find yourself gasping for breath in a public building? Do your eyes ever burn as you wait in line at a baseball game's concession stand?* Then you might close that same essay with a challenge, also using the pronoun *you*: *You do not have to be the victim of second hand smoke. States all over this grand country are making laws against smoking in public places. You can be a vehicle for change in your state by writing or phoning your congressmen and women.*

*** Note:** You should avoid using *I* or *you* in an SAT Essay and non-personal contest essays.

Tips for First, Second, and Third Person Writing in the Formal Essay

1. **Throughout the body of your essay, stay in third person**, using the pronouns *he, she, and they* and the terms *one, individual, person, the man*, etc., whenever possible.
2. **Do not change persons within the body of your essay.** Unless you are telling a story that involves you--and you may write that paragraph in first person or a paragraph is personal. (See note above.)
3. **In a formal essay** (i.e. the SAT Essay), it is recommended that you write as formally as possible (i.e. third person).
4. **Try to think of synonyms** to use in third person writing, so your writing does not become redundant: *he, she, they, the man, the woman, the policeman, the officer, the candidate, the trainee, the recruit*, etc.

Lesson D. Write On: Introducing Quotation Use

Essays are often improved by the addition of quotations.

Quotations may be used in various forms:

1. In dialogue--when two or more people are speaking to each other
2. In showing what a person or persons said
3. To include wise words or quotes--such as in PoB-C.
4. To quote a book or source--especially in research writing

<> **D-1.** In the sample essay, underline all of the quotes and highlight the opening quotation marks and the closing quotation marks as follows:

PoB-C/Paragraph 3: As Martin Luther King, Jr. famously declared, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

You will learn a great deal about quotations in Character Ink's book in the hope that you become adept at quotation use--and that you will feel skilled enough to use them any time. There are many rules for quotation writing--and a hallmark of a mature writer is that he or she can include quotations--punctuated properly--in his or her writing.

Here are some general quotation guidelines to get you started.

Punctuating Quotes

1. Always put periods and commas **inside** a closing quotation mark.
 - 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.)
 - c. Did you read the article titled “Baby Games”? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation. It is not part of the minor work [that is shown with quotation marks] but is the end mark for the entire sentence.)
3. When quotation marks show a partial quotation or a minor work and a comma follows the quoted material, **place the comma inside the closing quotation mark**:
 - We should read the article titled “Baby Games,” and we should plan the activities.
4. When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period should be placed inside the closing quotation mark--but not exclamation points or question marks**:
 - a. I read the article entitled “Daily Devotional.”
 - b. Did you read the article entitled “Daily Devotional”? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation--not part of the minor work [that is shown with quotation marks] but punctuation for the entire sentence.)

Speech Tags

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:
 - Father **said**, “Get all of your jobs done.”
3. Use a comma at the end of a declarative 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.

Indirect Quotes and Thoughts

1. Do not use quotation marks for indirect quotes. An indirect quote is a sentence in which the writer says what the person said, but says it in the writer's words: Example: She said that he was born in Missouri. (Instead of *She said, "He was born in Missouri."*)
 - a. Indirect quotes are those **using the word *that* to indicate that the words are not quoted word-for-word.**
 - b. Indirect quotes are good for new or inexperienced writers since speech tags and quotation marks are not needed.
 - c. Indirect quotes are also good for instances in which dialogue would make a piece too lengthy.
 - d. In short stories, it is often beneficial to use regular quotes (dialogue) some places and indirect quotes other places.
2. Quotation marks are used for dialogue, minor works, special words, and partial quotations.
 - a. Generally speaking, do not use quotation marks for thoughts.
 - b. Thoughts are usually written in italics.

You will start out in this book just writing basic quotations.

<> **D-2.** Study the Quote Boxes provided below to learn how to include basic quotations in your outline then in the body of your essay.

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. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

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.

Follow these tips for putting your quote in your outline:

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. Just like you do any time you create an outline that contains details, 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. You do not want to have to look up information later.

(continued on next page)

Citation Examples for "People" Quotes in Outline (Already Quoted in the Source)

- A. If your quote is by a person, you may just include that person's name, if you and your teacher agree that this is all the information you need.

Example on Outlining Lines:

"Peace, like charity, begins at home." Franklin D. Roosevelt

- B. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

Example on Outlining Lines:

"I will prepare and some day my chance will come." Abraham Lincoln, sixteenth U. S. President

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. These 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.)
- B. 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. (Again, put as much information as you can, so you will have it when you write your paper. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

Example on Outlining Lines:

"Wolves are related to dogs. Their scientific classification is Canis Lupus." *Wolf Pack* by John Smith

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 "Quoting a Person" boxes.)

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

Lesson E. Write On: Transitions

While 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.

This lesson will focus on the Topic Sentence of a paragraph. If you have written one paragraph reports and essays in CI books, you have probably already learned about the Topic Sentence. If not, you may have learned from other sources about this---but maybe that source called it something else. Maybe your previous English book called this sentence the Opening 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 four to six 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.

As a matter of fact, to help you in future standardized testing situations, remember that 80% of the time the Topic Sentence is found within the first two sentences of a paragraph. Thus, when the test question asks you to “find the main idea” of the paragraph, you should look in the first two sentences of a paragraph first!

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**

<> **E-1.** In the sample essay provided, notice the transition words and label (PoB) following each paragraph. This tells us what each paragraph's topic sentence is.

Help Box for E-1

(In the first category, the prince's personality traits,...) [PoB-A] What Personality Traits of the Character Are Dominant?

(The Beast's motivation, like his personality traits...) [PoB-B] What Motivates the Character?

(Closely connected to motivations is the subject of ethics...) [PoB-C] What Are the Character's Ethics?

(The Beast's effects on others...) [PoB-D] What Are the Character's Effects on Others?

(Not only does the Beast affect other people...) [PoB-E] What Traits of the Character Are Drawn Out When Interacting with Other Characters?

(Out of all six of these analysis categories...) [PoB-F] Is the Character Dynamic or Static?

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.

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

<> **E-3.** In the Sample Essay provided, 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.

Help Box for E-3

You may have highlighted six words or phrases such as these

"However..." [PoB A]

"Because..." [PoB B]

"The first example..." [PoB C]

"Of course..." [PoB D]

"Not only...but he also..." [PoB E]

"Out of all..." [PoB F]

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 E-2 & E-3

Lesson F. Study Skills and Prewriting: Outline Original Paragraphs

<> F. Outline each paragraph of your essay by following these steps:

- (1) **Review the list of characteristics** that you marked earlier and be sure that you still want to write about those.
 - a. **Decide** if you want to change any (that is fine).
 - b. **Mark** for sure the ones that you want to use in your essay.
- (2) **List these four (or six for Extension)** on the paragraph topics given below in the outline on each Topic of Paragraph line.
- (3) **Flip through *Beauty and the Beast*** and put sticky notes on the edges labeled with each paragraph topic/question/characteristic that any page speaks to.
 - a. **Mark these clearly** so that when you are ready to outline, it will be simple to find your “evidence” for that characteristic/question.
 - b. **Label your sticky notes** clearly.
- (4) **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.
- (5) You may or may not use all of the outlining lines provided.
- (6) **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 quality**
 - c. **“Links” that quality with the thesis**--the type of quality, etc. 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.

All--Paragraph A of Body

Topic of Paragraph A _____

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 Paragraph B _____

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 Paragraph C _____

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 D of Body

Topic of Paragraph D _____

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 _____

Extension--Paragraph E of Body

Topic of Paragraph E _____

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 _____

Extension--Paragraph F of Body

Topic of Paragraph F _____

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 G. Composition: Writing Original Expository Essay

<> G. 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. (If, after researching and outlining, you do not feel that your Thesis Statement is representative of your topic, feel free to tweak it.)
- (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 not be writing an Opening Paragraph later. Thus, you will start right off with your Thesis Statement somewhere in your first two sentences of the first paragraph of the body. You will tweak the “Working” Thesis Statement you wrote earlier and include it in the first paragraph.

- (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.

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 *people, others, individuals, etc.* not *I* or *you*.

Lesson H: Outline and Write Your Essay’s Opening Thesis Statement-Plus

You will not write an Opening Paragraph for this assignment. Instead **you will open your essay with your Opening Thesis Statement-Plus**. This is the Thesis Statement plus any other catchy one or two sentence opening you may desire. (Remember that a 1-3-1 Essay may have an Opening Thesis Statement-Plus or an Opening Paragraph.)

For example:

In the story of Beauty and the Beast, the Beast (or the prince) can be analyzed by observing his personality traits, his motivation, his ethics, his effects on others, his traits that are drawn out by other characters, and his changes during the course of the story.