

Important Concepts . . .

Preview Review



Language Arts Grade 7 TEACHER KEY

W2 - Lesson 4: Essays

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 Communication Skills	Textbooks
W1 - Lesson 2 Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 Punctuation Skills	<i>SightLines 7</i>
W1 - Lesson 4 Writing Paragraphs	
W1 - Quiz	
W2 - Lesson 1 What's a Short Story?	
W2 - Lesson 2 Short Story Analysis	
W2 - Lesson 3 Literary Techniques	
W2 - Lesson 4 Essays	
W2 - Quiz	
W3 - Lesson 1 Poetic Structure	
W3 - Lesson 2 Forms of Poetry	
W3 - Lesson 3 Letters	
W3 - Lesson 4 Writing Poetry About Letters	
W3 - Quiz	

Language Arts Grade 7

Version 5

Preview/Review W2 - Lesson 4 Teacher Key

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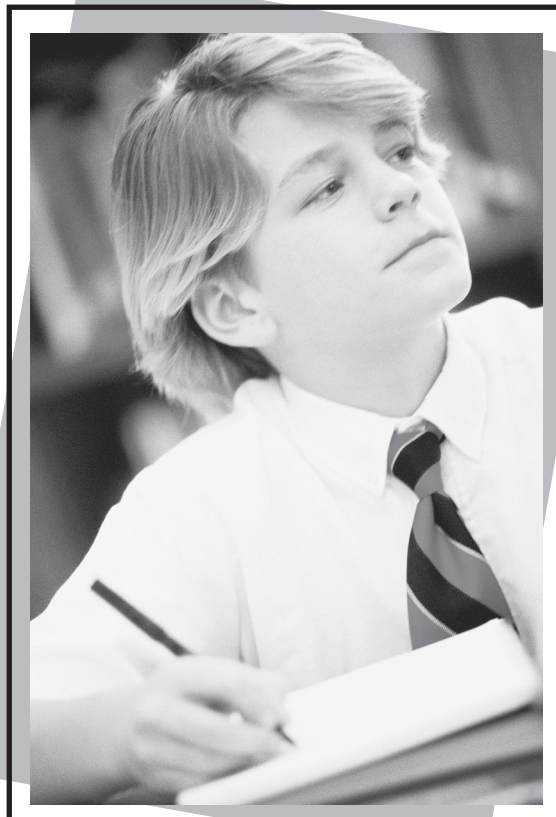
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Preview/Review Concepts for Grade Seven Language Arts

TEACHER KEY



*W2 - Lesson 4:
Essays*

OBJECTIVES

By the end of this lesson, you should

- understand the parts of a paragraph
- understand the parts of an essay
- identify the two types of opinion essays

GLOSSARY

ambient - relating to existing or present surroundings

coelocanth - prehistoric fish

conformity - keeping to a specific form or manner

constraints - limiting conditions

encapsulated - condensed

ethnic - relating to large groups of people classed according to a common background

fetus - unborn child

glibness - ease and fluency of speaking or writing

inaccessible - unreachable, unavailable

interspersed - placed at intervals

in utero - in the uterus or womb

juxtapose - place side by side

perceptions - ways in which we come to understand

phenomena - facts or events of scientific interest

prescience - foresight

prominent - noticeable

savvy - smart, knowledgeable

snippets - small pieces

squandered - wasted

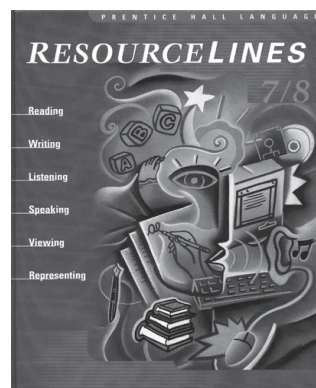
socio-economic - involving a combination of social and economic factors

W2 - Lesson 4: Essays

The word *essay* strikes fear into many students. A student who has no problem with writing a paragraph can freeze at the very mention of the word. Why does this happen? The answer may lie in how we define the term. Refer to page 111 and 112 of *ResourceLines 7/8* and read about writing essays.

In many ways an essay is an extension of a paragraph. Think of an essay as a larger version of a paragraph.

A paragraph has three main parts; so does an essay.



Paragraphs

1. The paragraph has a **main idea** expressed in a topic sentence.
2. The paragraph has one or more **supporting sentences** that develop the idea with details, facts, reasons, or examples.
3. The paragraph has a **closing sentence** that signals completion of the thought and reinforces the main idea.



Essays

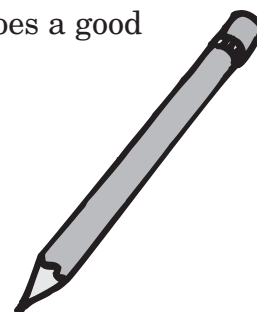
1. The essay has a main idea called a **thesis statement** that is found in the first main part of the essay, the introduction.
2. The second main part of the essay is the body. It contains several **supporting paragraphs** that develop the thesis with details, facts, reasons, or examples.
3. The third main part of the essay is the conclusion, a **closing paragraph** that signals completion of the thought, briefly summarizes the main points, and reinforces the main idea or thesis statement.

Can you see the similarities between paragraphs and essays? Well, there are more! A good paragraph has organization, unity, and coherence; so does a good essay!

Organization allows for orderly development of the main idea.

Unity means all the paragraphs are focused on the main idea.

Coherence provides smooth connections between the paragraphs.



Essays are of several kinds, but this lesson focuses on two types of opinion essays.

- **reflective** - thoughtfully explores an opinion or idea about the world
- **persuasive** - tries to convince the reader of a certain idea or point of view

Turn to “A Major in Television & A Minor in Knowledge” by David Suzuki on page 143 of *SightLines* 7. Answer the following questions.



1. Look first at the title of the essay by David Suzuki. To what do the terms major and minor usually refer?

Major refers to a person’s field of study in university. Minor refers to an additional field of study, but of less importance.

2. What significance might these terms have in this title?

It suggests people watch a lot of TV but don’t get much out of it.

3. Look at the visual on the left. What message does it give? What details give us this impression?

It suggests people who watch a lot of TV are foolish. Details include the caption that says “U.R. Stupid”.

4. What do you know about the author, David Suzuki?

Answers will vary. See short biography of Suzuki on page 289 of Sightlines 7.

5. Predict what this essay will be about.

Answers will vary.

Some of the vocabulary in this essay may be unfamiliar to you. Previewing the definitions in the Glossary may help you gain a clearer understanding of Suzuki's message. This should be helpful if, as you read the essay, you need to refer to the meaning of a word.

6. As you read the essay, try to determine whether it is a reflective essay or a persuasive essay. Why do you think this?

Answers will vary. Many students may indicate it is both, because he seeks to convince the reader while reflecting on the influence of TV on society.

7. What is the thesis of Suzuki's essay?

Answers will vary.

8. An outline is a plan for an essay. It lists the ideas in the essay in the order they will appear. Most essays start with an introduction, end with a conclusion, and contain a number of sub-topics between. Try to fill in the outline form below for Suzuki's essay. What are the main ideas in each paragraph? Use your own words to summarize these main ideas.

Outline

Introduction: _____

Thesis: ***Television is harmful to people when we depend on it for all our information (Television is a powerful invention whose potential . . . last paragraph, page 45.)***

- I. The first sub-topic:

Television plays a huge role in how people learn today." But how it teaches is often not considered.

- A. First supporting information or detail for the sub-topic
- B. Second supporting information or detail for the sub-topic
- C. Third supporting detail or information for the sub-topic

II. The second sub-topic:

***The visual aspect of TV limits it to teaching mainly using images,
which often do not tell the whole story.***

- A. First supporting information or detail for the sub-topic
- B. Second supporting information or detail for the sub-topic
- C. Third supporting detail or information for the sub-topic

III. The third sub-topic:

“The media do not reflect reality but create it.” page 144.

TV teaches us what the people producing the content want it to teach.

- A. First supporting information or detail for the sub-topic
- B. Second supporting information or detail for the sub-topic
- C. Third supporting detail or information for the sub-topic

IV. The fourth sub-topic:

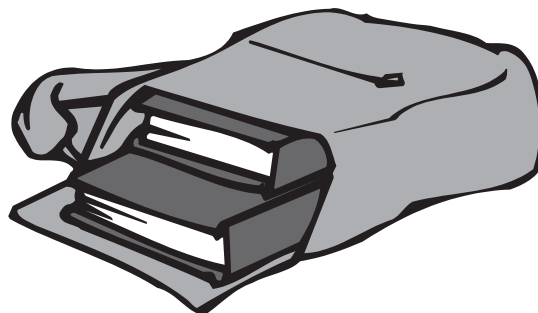
The time constraints of TV shows limit the information they can give.

(page 144)

- A. First supporting information or detail for the sub-topic
- B. Second supporting information or detail for the sub-topic
- C. Third supporting detail or information for the sub-topic

Conclusion:

***“Television is a powerful invention whose potential to entertain, inform,
and educate is too often squandered in the interest of profit, glibness, and
conformity.” (page 145)***



LEARNING LOG

Reflect on and record your learning process for this lesson.

(Note: Students' answers will match their experience with the lesson.)

How does a paragraph differ from an essay?

Answers will vary.

What do I know about creating an outline?

Answers will vary.

How will this knowledge help me?

Answers will vary.

Take some time to review the material you learned this week. In your next session you will be writing a quiz.

Teacher's Comments: _____
