

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 7*

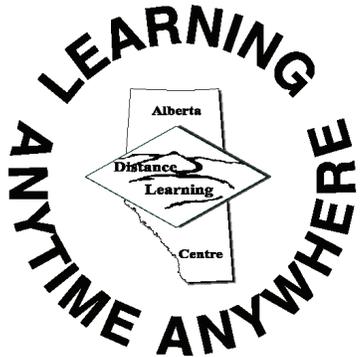
*W2 - Lesson 4: Essays*

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	
W1 - Lesson 4 ..... Writing Paragraphs	
<b>W1 - Quiz</b>	<i>SightLines 7</i>
W2 - Lesson 1 ..... What's a Short Story?	
W2 - Lesson 2 ..... Short Story Analysis	
W2 - Lesson 3 ..... Literary Techniques	
W2 - Lesson 4 ..... Essays	
<b>W2 - Quiz</b>	
W3 - Lesson 1 ..... Poetic Structure	
W3 - Lesson 2 ..... Forms of Poetry	
W3 - Lesson 3 ..... Letters	
W3 - Lesson 4 ..... Writing Poetry About Letters	
<b>W3 - Quiz</b>	

Language Arts Grade 7  
Version 5  
Preview/Review W2 - Lesson 4

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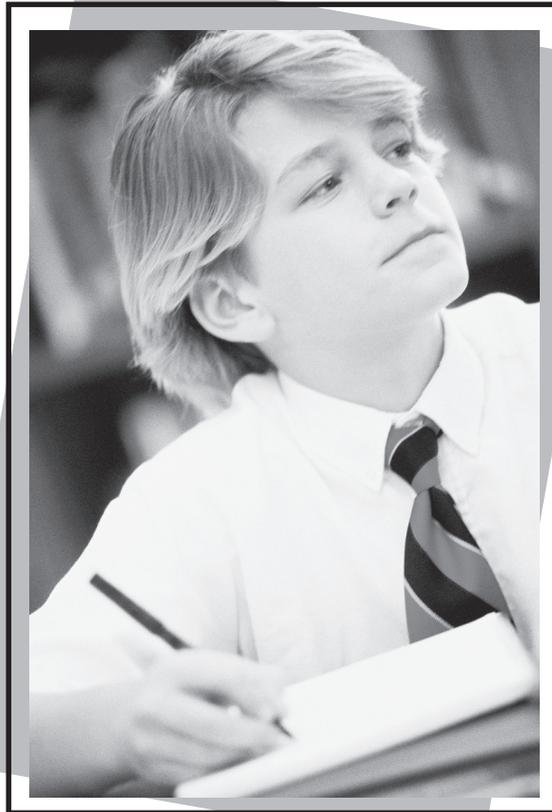
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# Preview/Review Concepts for Grade Seven Language Arts



*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

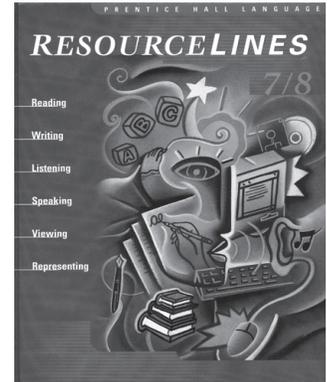
**socio-economic** - involving a combination of social and economic factors

## 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.

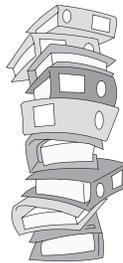
In many ways an essay is an extension of a paragraph. Think of an essay as a larger version of a paragraph.

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

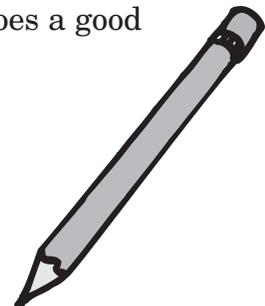
1. The essay has a main idea called a **thesis statement** that is found in the first main part of the essay, the introduction.
2. The second main part of the essay is the body. It contains several **supporting paragraphs** that develop the thesis with details, facts, reasons, or examples.
3. The third 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.

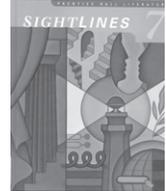
**Coherence** provides smooth connections between the paragraphs.



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?

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

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

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

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5. Predict what this essay will be about.

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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?

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- 7. What is the thesis of Suzuki’s essay?

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- 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: \_\_\_\_\_

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Thesis: \_\_\_\_\_

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- I. The first sub-topic:

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- 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:

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- 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:

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- 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:

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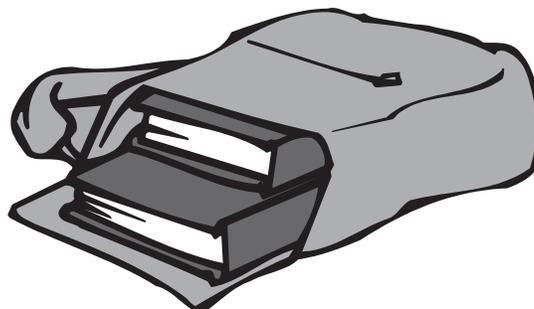
- A. First supporting information or detail for the sub-topic
- B. Second supporting information or detail for the sub-topic
- C. Third supporting detail or information for the sub-topic

Conclusion:

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## LEARNING LOG

Reflect on and record your learning process for this lesson.

How does a paragraph differ from an essay?

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What do I know about creating an outline?

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How will this knowledge help me?

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

Teacher's Comments: \_\_\_\_\_  
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