

Important Concepts . . .

Preview Review



Language Arts

Grade 9

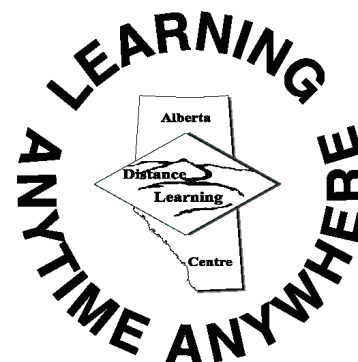
***W2 - Lesson 1: The Five-Paragraph
Essay***

Important Concepts of Grade 9 Language Arts	Materials Required
W1 - Lesson 1Paragraph Structure W1 - Lesson 2 The Persuasive Paragraph W1 - Lesson 3The Business Letter W1 - Lesson 4 Business Letter Assignment W1 - Lesson 5Paragraphs and Business Letters W1 - Quiz W2 - Lesson 1 The Five-Paragraph Essay W2 - Lesson 2 The Body of the Essay W2 - Lesson 3 The Concluding Paragraph W2 - Lesson 4 .. Editing and Publishing Your Essay/Essay Review W2 - Lesson 5 Five-Paragraph Essay Review W2 - Quiz W3 - Lesson 1The Short Story W3 - Lesson 2 More Story Elements/Planning Your Story W3 - Lesson 3Story Building W3 - Lesson 4Advanced Story Writing Techniques W3 - Lesson 5 Short Story Review W3 - Quiz	Textbooks <i>ResourceLines 9/10</i> <i>SightLines 9</i>

Language Arts Grade 9
Version 5
Preview/Review W2 - Lesson 1

Publisher: Alberta Distance Learning Centre
Author: Brenda Fischer
In-House Teacher: Connie Stasiuk

Project Coordinator: Dennis McCarthy
Preview/Review Publishing Coordinating Team: Nina Johnson,
Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Nine Language Arts



***W2 - Lesson 1:
The Five-Paragraph Essay***

OBJECTIVES

By the end of this lesson, you should

- understand the reasons for learning to write essays
- be aware of the different types of essays: analytical, persuasive, narrative, descriptive, expository
- be familiar with the basic structure of the five-paragraph essay
- understand the importance of an effective hook in an essay introduction
- identify and use different types of hooks
- be familiar with the purpose and characteristics of an effective thesis statement
- write an effective essay introduction, including a hook and an effective thesis statement

GLOSSARY

Refer to *ResourceLines* 9/10

anecdote - a short, personal narrative used to establish a point
(pages 94, 161, and 164)

body - part of the essay where the author develops and supports the idea presented in the thesis statement
(pages 109, 163 to 164, and 259)

expository - a type of essay that explains

hook - a statement designed to provoke curiosity in the reading or listening audience
(page 66)

non-fiction literature - relates to objective, real events

preview - to view parts of a whole before the whole is presented, such as movie previews

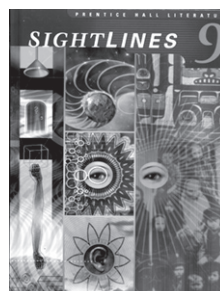
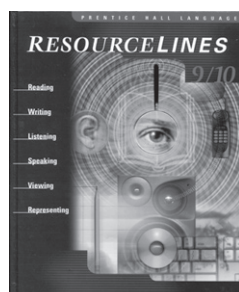
Welcome to Language Arts 9 – Preview/Review!

Welcome back. If you have just joined the Preview/Review program, welcome. This program will help you to master certain key elements in the Grade Nine Language Arts curriculum. Each lesson focuses on a specific skill, *tool*, or strategy that you will use in future English Language Arts courses and, in other courses, too, because reading and writing are skills you use to learn in any subject.

You may be working through these lessons on your own, or you may be in a classroom situation. If you are using these lessons in a classroom, keep in mind that your teacher might provide substitute activities to do in groups or pairs.

At the back of each booklet, you will find a learning log called **News, Clues, and Reviews**. Here is where you may note the main ideas you have learned in each lesson, along with questions or examples. This will give you a study guide for review. It will also help you to be sure you have understood the concepts in the lesson.

You need the textbooks, *ResourceLines 9/10* and *SightLines 9/10*, to complete some of the assignments.

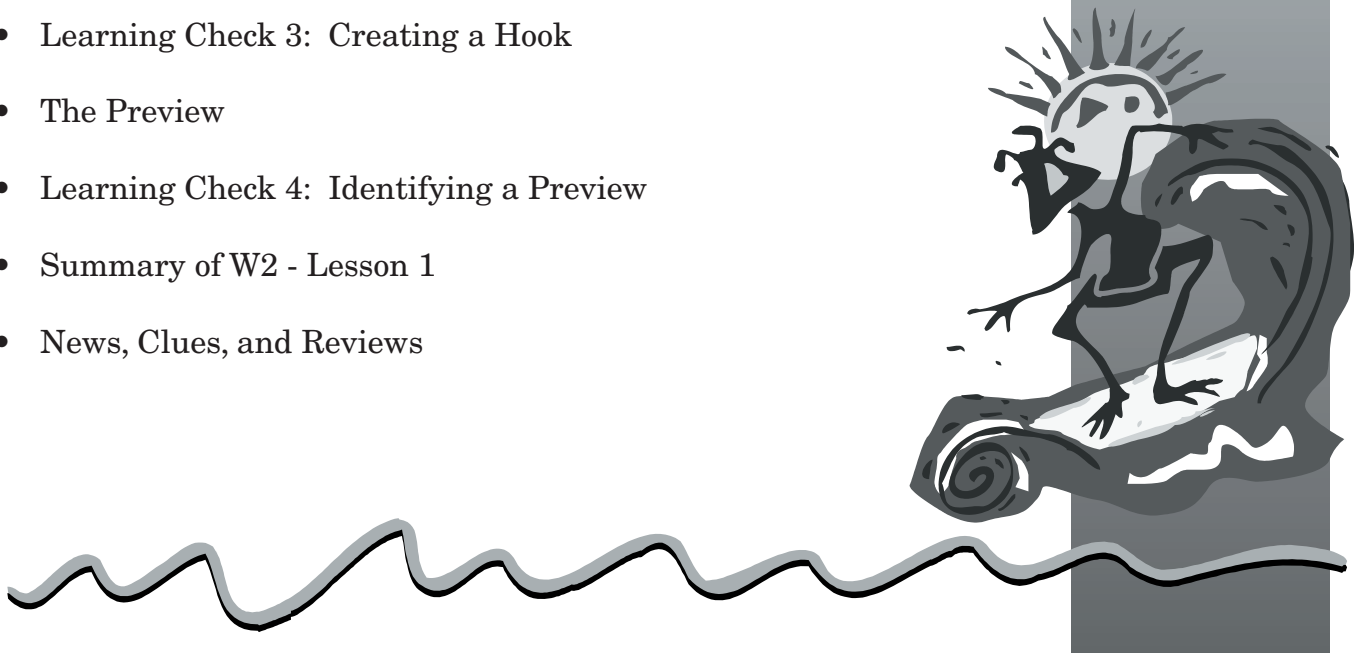


Overview

This lesson contains the following topics and activities:

- Glossary
- Overview
- Characteristics of an Essay
- Types of Essays
- The Five-Paragraph Essay
- Read an Essay
- Learning Check 1: Analyze “Three Passions”
- The Introduction
- The Thesis Statement
- Thesis DOs and DON'Ts
- Learning Check 2: Understanding Thesis Statements
- The Hook
- Learning Check 3: Creating a Hook
- The Preview
- Learning Check 4: Identifying a Preview
- Summary of W2 - Lesson 1
- News, Clues, and Reviews

catch the wave!



What is an Essay?

The word *essay* comes from the French verb, *essayer*, which means *to try*. In an essay, the writer expresses an opinion or idea and then tries to prove or develop this idea. The writer uses information such as specific details, research dates, or observations to prove or develop the idea.

In school, you will often be asked to write essays. Why are essays such a popular assignment? What is the point of learning to write essays?

In school, an essay is a written composition that consists of several paragraphs. An essay assignment can test how well you understand what you have learned or read. An essay requires you to think and to organize your thoughts clearly. It permits you to analyze and evaluate something that you have read or studied. An essay allows you to express your ideas on a topic in your own manner, but with enough structure to ensure that you are exploring your topic thoroughly. These are all important skills that help you in higher education or in a career.

This lesson is about general essay structure. You will examine ways to get started writing an essay.

Characteristics of an Essay

An essay has the following characteristics:

- It is in prose form (not poetry).
- It is non-fiction (not fiction).
- It is relatively short (unlike reports or books).
- It focuses on one main idea (unity).
- The ideas supporting or discussing the thesis are clearly and logically organized (coherence).
- The writer stresses his or her most important ideas by placement and by repetition in the conclusion (emphasis).
- The writer helps the reader to follow his or her ideas by using a preview (blueprint) and transitions (coherence).

An essay is a relatively short piece of non-fiction that focuses on one main idea and supports or proves this idea. A good essay follows the CUE rule (coherence, unity, and emphasis).

Types of Essays

Essays are of different types, just as paragraphs are different .

Expository Essay: An expository or explanatory essay gives information or instructions. It presents the different parts of an idea in a logical order.

Narrative Essay: Similar to all narratives, a narrative essay tells a story but it is about a real (non-fictional) event.

Persuasive Essay: A persuasive or argumentative essay presents an opinion and gives evidence or reasons to convince the reader that this opinion is valid.

Descriptive Essay: Like a descriptive paragraph, a descriptive essay describes something, such as a place, a person, an animal, or an object. It uses figurative language to appeal to the senses and recreate the sight, sound, smell, taste, and/or feel of the thing it describes.

Reflective Essay: A reflective essay examines a thought or a philosophy.

Response Essay: A response essay is written in response to a particular stimulus, such as a novel, a picture, or a poem. It explores ideas or feelings that the essay writer received from that stimulus. You will write this type of essay in high school and on your English diploma exam.

Analytical Essay: An analytical essay analyzes something (figures it out). In English class, an analytical essay usually analyzes a work of literature. You will also write this type of essay in high school and on your English diploma exam.

An essay can also be formal or informal. A formal essay has a specific purpose and audience (reader). Its main purpose is usually to explain or persuade.

The purpose of an informal essay is usually entertainment or enjoyment. It is more personal and conversational than a formal essay.

In school, you will most often write persuasive essays, response essays, and analytical essays. As a result, this lesson will explore the five-paragraph essay format that is a starting point for learning to write these types of essays.

The Five-Paragraph Essay

The most common and basic format for an essay is the five-paragraph composition.

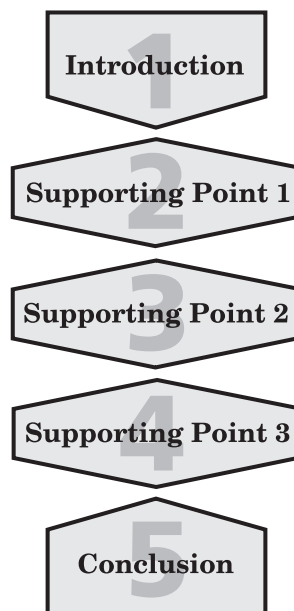
Paragraph 1: Introduction
Paragraph 2: First Supporting Idea
Paragraph 3: Second Supporting Idea
Paragraph 4: Third Supporting Idea
Paragraph 5: Conclusion

The first paragraph introduces the reader to the topic of the essay. It states the idea that the remainder of the essay will prove, describe, examine, tell about, or explain. It also gives the reader some background about the topic and gives the reader an idea of the order of the supporting points that follow.

The second, third, and fourth paragraphs contain the main supporting points for the essay. Each paragraph focuses on a main idea that proves or develops the topic of the essay.

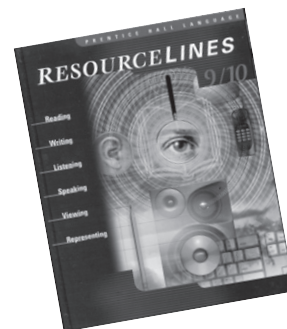
The fifth paragraph is the conclusion. It restates the main idea of the essay and reminds the reader of the three supporting points that were developed in paragraphs two, three, and four.

Here is a diagram showing the structure of a five-paragraph essay:



Read an Essay

Read pages 108 to 110 in *ResourceLines 9/10*. The essay, “Three Passions”, on pages 109 to 110 is an example of a reflective essay. Notice how it follows the five-paragraph essay structure described in this lesson.



Learning Check 1: Analyze “Three Passions”

The essay, “Three Passions”, uses the five-paragraph essay structure. In the brief outline below, the thesis statement from the introduction of this essay has been completed for you. Fill in the topics or main points of each of the body paragraphs using just one or two words each.

Thesis Statement: *Three passions, simple but overwhelmingly strong, have governed my life....*

Topic of Body Paragraph 1: _____

Topic of Body Paragraph 2: _____

Topic of Body Paragraph 3: _____



The Introduction

The first paragraph of an essay, the introduction, must clearly state the main topic or idea, grab the reader's attention, and give an idea of how the topic will be developed.

The Thesis Statement

The thesis statement is the most important part of an introduction.

The thesis statement tells the reader what the main topic of the essay is and what the writer has to say about that topic. Think of it as the topic sentence of the essay. It is very important, though, that your thesis statement makes a point or an argument about the topic. For example, the topic might be the British monarchy. However, you cannot write an essay simply on the British monarchy. For one thing, that is much too broad a topic. For another, this does not give you anything new or unique to say in your essay. Instead, you need to make a point *about* the British monarchy. For example, you might claim it is still meaningful for many Canadians.

Therefore, your thesis statement will consist of two parts.

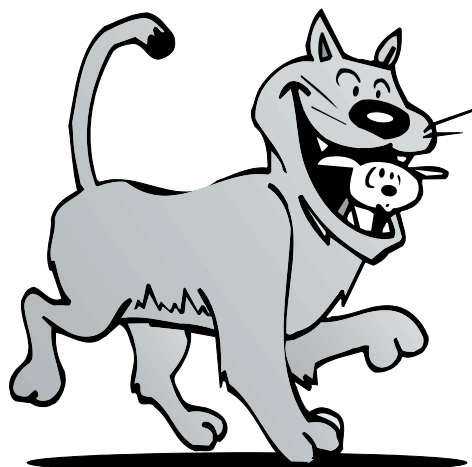
The first part will state the topic:

- Cats
- The proposed curfew for teens

The second part will make a point about the topic:

- make better pets than dogs
- is unfair, unworkable, and unconstitutional

The rest of your essay will develop or prove your thesis. It will show how you came to this conclusion.



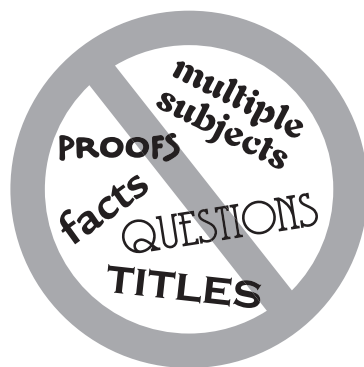
Thesis DOs and DON'Ts

DO:

- Do be specific.
- Do narrow the topic.
- Do give yourself something to prove.
- Do put the thesis at the end of your introduction (usually).

DO NOT:

- Do not use a title for a thesis, for example, “Cats as pets.” A title is often not a complete sentence. It is usually too general to be a thesis.
- Do not use a question for a thesis, for example, “Do cats make better pets than dogs?” You must make a statement that you will prove. You can use a question for the “hook,” but you must give your answer to that question in your thesis statement.
- Do not state a fact for a thesis, for example, “Domestic cats have lived with humans for thousands of years.” You need to say something of your own about the topic. The reader can look up facts in an encyclopaedia. He or she does not need to read your essay to find them.
- Do not tell the reader what you are going to do, for example, “I will prove that cats are better than dogs.” This is a boring, unimaginative thesis statement.
- Do not have more than one topic in your thesis, for example, “Cats make good pets, and so do dogs.” Your essay will lack unity and coherence.



Learning Check 2: Understanding Thesis Statements

If you are in a classroom, your teacher may ask you to work in pairs or small groups for this activity.

Decide if each of the following is an effective thesis statement. If it is effective, put an **E** beside the statement. If it is ineffective, put an **I** beside the statement, and rewrite your improved version on the lines below it.

Note: A thesis statement can be effective even if you disagree with it. This exercise is not about whether you agree with the writer's point of view. It is about whether the writer has stated the thesis effectively.

1. In this essay, I will discuss how to train a puppy. ____

2. Orlando Bloom plays Legolas in *The Lord of the Rings*. ____

3. *The Lord of the Rings* is an exceptional movie. ____



4. Violence on television. ____

5. Why has heavy metal music remained so popular over the years? ____

6. The wonders of water. ____

7. Water is made up of hydrogen and oxygen. ____

8. We must take immediate steps to preserve our most important resource, water. ____

9. Every teen should be required to serve two years in the military. ____

10. Seventy-two percent of teens wear blue jeans most of the time. ____



The Hook

Remember that an introduction should capture the reader's interest. How does it do this? A device that gets the reader's attention is a *hook*. Like a hook on a fishing line can catch a fish, a hook in an introduction can *catch* a reader.

A hook for an essay can be created in a variety of ways:

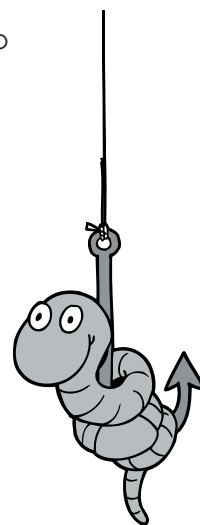
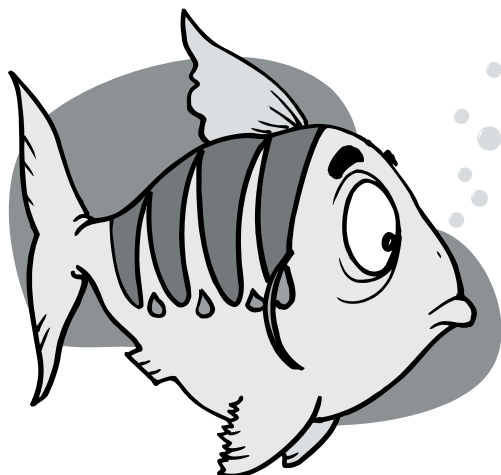
Anecdote

An anecdote is a very, very short story. If an anecdote is used to begin an essay, it must be related to the main point of the essay.

Here is an example of an introduction containing an anecdote. The anecdote is underlined for you:

When I was a child, I used to imagine that I could fly. I would glide down the steep hill in front of my house on my bicycle, feet splayed out sideways, not even needing to pedal. Faster and faster I would go until the hill would begin to level out at the bottom and I would gradually slow down, feeling half sorry and half relieved for, although the speed was fun, it was also frightening. Now that I am in my teens, sometimes I feel that way about growing up, too. I am excited to be almost old enough to drive, vote, work, and live on my own, but sometimes I feel scared and not quite ready. Being a child has several benefits. A child has few responsibilities, a child can be silly and have fun, and children often seem to have a better grasp of what is really important in life. I think that young people are in too much of a hurry to grow up, and they should try to hang on to their childhood a little longer.

An anecdote is a brief, relevant story. It is not more than a few sentences. It is related to the main point or argument, in this case that young people should slow down and not be in a hurry to grow up.



Startling Statement

Give a surprising fact or statistic, particularly one to which your audience (readers) can relate. If you are writing for teens, give an interesting statistic about teens, for example. Again, as with the anecdote, the fact must be related to your topic. It must also be correct! Be sure that you give credit to the source of your information. This type of hook works particularly well in a persuasive essay.

Here is an example of an introduction that uses a startling statement as a hook. The startling statement is underlined for you:

According to Health Canada, nearly one hundred percent of all smokers smoked their first cigarettes when they were in their teens. Although so much more is known about the harmful effects of tobacco, and although there have been a lot of efforts to discourage teens from smoking, too many teens are trying smoking, which can lead to a lifelong addiction. Obviously information and public service announcements are not enough. Canadian society needs to take a stronger stand against teen smoking. The federal government should require that tobacco be available only through establishments that cater to people over eighteen.

Quotation

Opening with the words of an expert, a world leader, or a celebrity can get your reader's attention. This also adds extra credibility to what you have to say if an expert or respected figure says something similar. Be sure that you give credit to the source of your quotation. For example, the paragraph about not being in a hurry to grow up might start with this quotation:

Albert Einstein said, "I never think of the future - it comes soon enough."

Involve the Reader

One way to capture your reader's interest is to speak directly to him or her. For example, you might begin with something like the following:

If you enjoy working with computers, you may be considering a career in the IT industry.



Ask a Question

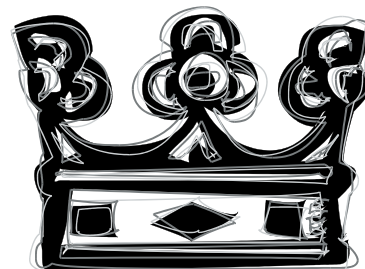
This is similar to the "involve the reader" strategy. Here is an example:

Are you in a big hurry to grow up?

Whether the reader answers yes or no, the question has probably captured his or her interest. However, if the reader answers no, he or she may read no further.

Background or Historical Information

Sometimes giving your reader some general background or historical information about your topic is helpful. This can not only interest your reader in the topic, it can also help him or her to understand your essay better. As with the anecdote, this information should be very brief, such as the underlined section in the following example:



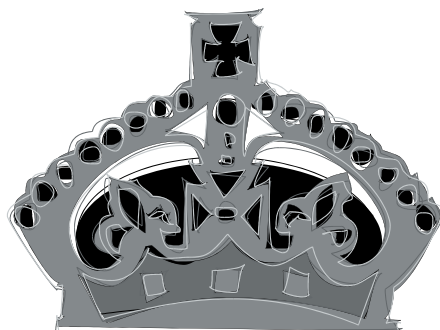
The history of Canada and that of Great Britain are closely linked. It has been only about forty years since Canada stopped flying the Red Ensign, a flag that contained the Union Jack, and began flying its own flag, the Maple Leaf. Only about twenty years have passed since Canada attained the right to change her constitution without the approval of British Parliament. Like it or not, our ties to Britain are part of our Canadian identity. Therefore, Canada should not be so quick to disown the British monarchy. The monarchy still has a meaningful role to play in the minds and hearts of a great many Canadians.

These are some ways in which an essay writer can capture the reader's interest. Of course, other ways or combinations of methods are possible. For example, the question may be combined with the startling statement, as in this example:

Did you know that nearly one hundred percent of Canadian smokers started smoking in their teens?

Hopefully, these ideas will help you develop your ideas for writing your own introductions.

Remember: An introduction first *hooks* the reader, and then it leads into the thesis statement. Some hooks lead quite naturally to the thesis, as in the example about the British monarchy. Sometimes, you need to add a sentence or two to make the transition, as in the anecdote example.



Learning Check 3: Creating a Hook

Read the **incomplete** introductory paragraph about Alberta that follows. From the ways that you have just read for creating hooks, choose two different ideas and create two possible hooks to add to the beginning of the incomplete paragraph.

People are moving to Alberta from all over Canada and from many places in the world. While our economy is part of the attraction, people have other reasons to visit here and stay once they get here. Alberta is the best place in the world in which to live because of our sunshine, lack of pollution, and open spaces.

If you are in a classroom situation, your teacher may ask you to work in pairs or small groups for this. After you have written two potential hooks, decide which is the best one and why. Your teacher may ask you to share your hook with the class. (Note to teachers: If you have time, you may want to ask the remaining class members to identify the method used for each hook.)

If you are working on your own, present both of your hooks to a friend or family member. Ask this person to tell you which one best captures his or her interest and why.

Two possible hooks to add to the beginning of the incomplete paragraph:

1. _____

2. _____

The Preview

Besides capturing the reader’s attention and stating the main idea, your introduction should give your reader an overview of how you plan to discuss or develop your thesis. Think of your introduction as something like a map that gives the reader directions to the remainder of your essay.

One way to do this is to list briefly the points that you will discuss. These will be the main topics of each of the supporting paragraphs. Here is an example:

I think that snowboarding is a great sport because it is exciting, it is good exercise, and I enjoy the company of other boarders.

The reader now knows what the *plan* for the essay is. After the introduction, the next paragraph will explain why snowboarding is exciting, the following paragraph will show why it is good exercise, and the paragraph after that will discuss the social aspects of snowboarding.

Think of the preview as being like a road map. It does not show every detail of the landscape, but it does tell which direction to go, and it points out the major landmarks along the way. The preview helps the reader know what to expect so the reader can follow the ideas in the essay better.

Learning Check 4: Identifying a Preview

Look again at the essay, “Three Passions”, on page 109 of *ResourceLines 9/10*. How has Bertrand Russell previewed the main ideas in his essay? Copy the sentence from his essay that contains his thesis statement and preview. Underline the portion of the sentence that contains the preview.



Summary of W2 - Lesson 1

- An essay is a piece of non-fictional, prose writing that develops one main idea.
- Although several types of essay are possible, each has a different purpose.
- A five-paragraph essay consists of an introduction, three body paragraphs, and a conclusion.
- The main idea of the essay is expressed in the thesis statement in the introduction.
- The introduction contains a hook, background information or general information, a thesis statement, and a preview of the main supporting ideas.

News, Clues, and Reviews

News

Extra! Extra! Here are three new ideas I learned in this lesson:



1. _____

2. _____

3. _____

Clues

Here is a question or an example I thought of for each of the above ideas. When I thought of a question, I tried to find the answer, and I wrote it below the question:

1. _____

2. _____

3. _____

Reviews

Use the notes you made on this page to help you review for tests.

