

PREVIEW

G
Grammar

and

Writing 8

Workbook

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**CURTIS
HAKE**

PREVIEW

This preview includes several selected lessons from the workbook along with the table of contents, introduction, and appendix.

The full workbook contains all 35 lessons (102 pages) organized for incremental development throughout the school year.

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Introduction

The ability to communicate clearly and effectively in writing connects us with people and enhances our prospects for future success in school and in the workplace. We improve our writing skills with practice. Daily journals and informal letters, notes, or e-mails to friends and family members provide frequent opportunities to use what we have learned in our grammar and writing lessons. In addition, we must practice more formal writing exercises to prepare ourselves for writing assignments that we will receive in high school and college classes.

In *Grammar and Writing 7*, we learned to create all the parts of a complete essay, to write many different types of essays, and to evaluate each type of essay. In addition, we wrote outlines, research papers, imaginative stories, summaries, and poetry. In *Grammar and Writing 8*, we shall practice all these writing forms again, this time with greater depth and skill. You will also learn more about online research—how to find useful Web sites and how to evaluate the information.

You are becoming a writer! One of the most important tools that you as a writer will need is a **small notebook or card file** for collecting ideas, for recording things that you notice or question, for saving your memories and dreams, and for writing down favorite words, names, and catchy phrases from things that you read or hear. You might even keep drawings, photos, or newspaper clippings in your notebook. This is a place to keep bits and pieces that you might someday use in a larger composition: a poem, essay, or story. You will carry this small notebook or card file with you *everywhere* and jot in it often.

In addition to your small notebook or card file, you will need a **three-ring binder** for keeping your daily journals and your writing assignments from this packet. Your three-ring binder will help you to organize your work so that you can easily refer back to earlier assignments when necessary.

Note: Writing Lessons 1-32 should be completed in order, but Writing Lessons 33-35 may be introduced at any time during the school year.

LESSON
2Reviewing the Parts of a Complete
Essay

Our goal is to write clear, coherent, focused essays. To accomplish this, we must keep in mind the structure of a complete essay. In this lesson, we shall briefly review the **parts of a complete essay**.

**Complete
Essay**

A **complete essay** is constructed of three main parts:

1. Introductory Paragraph
2. Body or Support Paragraphs
3. Concluding Paragraph

Now let us recall all that is included in these three main parts of an essay.

**(1)
Introductory
Paragraph**

The **introductory paragraph**, the first paragraph of an essay, introduces the general theme or subject of the essay. To do this, and to attract the reader's interest, the introductory paragraph contains a very clear sentence that tells exactly what the entire essay will be about. That one, very clear sentence comes near the beginning of the introductory paragraph and is called the *thesis statement*. For this reason, the introductory paragraph is often called the *thesis paragraph*.

**Thesis
Statement**

Every essay that we write is an attempt to persuade, influence, or explain something. That something is our **thesis statement**, and it is always in the introductory (first) paragraph. The thesis statement not only tells the reader exactly what the essay is about but also clearly states your position on the topic. There should be no doubt in a reader's mind exactly what you are writing about and exactly what your position is after reading your thesis statement.

We do not use the words, "I think" or "I feel" in our thesis statement. There are two reasons for this. First, it is obvious that this is your opinion, so it is redundant to say, "I think." Second, when you use "I feel" or "I think," it sounds as though you really do not believe strongly in what you are writing.

Write with confidence! Write with a sense of purpose! Do not be uncertain. Write as though you know exactly what you are talking about, and state it firmly.

THESIS STATEMENT: *Procrastination is a destructive habit for three reasons.*

THESIS STATEMENT: *More time in the classroom does not necessarily result in more student learning.*

Introductory Sentence

The first sentence of an essay, the **introductory sentence**, should grab the reader's interest. This sentence can be long or short. It can be opinion or fact. It can even be more than one sentence. It is an introduction to the thesis statement, and it should make the reader want to know more about the subject of the essay.

We usually do not begin with a question as the introductory sentence. A question often makes a weak introduction. The first thing that pops into a reader's mind when he or she reads, "Have you ever wondered," or "What if," is "No," and then your essay is over. The reader is not going to read on. For example, consider what might happen if an essay began, "Do you think the school year should be lengthened by a month?" The reader might very well think, "No," and stop reading.

INTRODUCTORY SENTENCES: *There are laws against drug abuse because it ruins people's lives. Further, there are laws against drinking and driving because it is dangerous. However, some human behaviors are not against the law even though they are harmful. Procrastination is a prime example.*

INTRODUCTORY SENTENCE: *Many parents believe their children's school days should be longer, yet others disagree.*

(2) Body Paragraphs

Body paragraphs, or support paragraphs, come after the introductory (first) paragraph and before the final paragraph. Body paragraphs provide the evidence to prove your thesis statement, and they provide the information through examples or facts that helps the reader understand exactly what you, the writer, want to communicate.

Topic Sentence

Each body paragraph must have a **topic sentence**. A topic sentence is a complete sentence, usually at the beginning of a body paragraph. It tells the reader exactly what the paragraph is about and is followed by supporting sentences.

Supporting Sentences: **Supporting sentences** support, prove, or explain the topic sentence of that paragraph. At least three supporting sentences are usually needed to make a strong paragraph.

Experience, fact, or example sentences are always the strongest arguments to prove a point, so they should immediately follow the topic sentence to build a strong paragraph. An **experience or example sentence** explains or illustrates an event that helps to prove, support, or explain your topic sentence.

EXPERIENCE SENTENCES: *Last summer I camped in the wilderness and studied desert plants and animals. I collected rock specimens, photographed creatures, and read several books on wildlife, rocks, and minerals. I learned more than I would have by sitting in a classroom.*

EXAMPLE SENTENCE: *For example, if you put off doing your work today, you will have more, maybe even too much, work to do tomorrow.*

A **fact sentence** displays a fact from research that supports or proves your topic sentence.

FACT SENTENCE: *Dr. Fussbudget's recent survey concludes that people who habitually procrastinate are fifty percent more prone to anxiety and stress than those who do not procrastinate.*

A fact is a piece of information that can be proven to be true. On the other hand, opinion is something that cannot be proven true or false. For example, it is a fact that Alaska is the largest state in the Union. It is opinion to say that Alaska is the most beautiful state in the Union.

Your opinions are your thoughts or feelings about a particular subject. **Opinion sentences**, communicating thoughts and feelings that are directly related to the topic sentence, may follow experience and fact sentences to further develop the body paragraph.

OPINION SENTENCES: *The desert is a wonderful place for learning. It is an explorer's paradise. One can study while enjoying the quiet and the scenery.*

OPINION SENTENCE: *History is more difficult than math, so you should do your history homework first, before you become too tired to think.*

Other kinds of support sentences, which we shall discuss in a later lesson, include definitions, anecdotes, arguments, and analogies.

Transitions You will usually have three or more body paragraphs in your essay, plus a concluding paragraph. You should place those paragraphs in the most logical order, with, of course, the concluding paragraph appearing last.

However, even though each body paragraph is a separate idea supporting the thesis statement, a good writer can make those separate ideas flow smoothly from one into another into another through the use of transitions.

A **transition** is a word, phrase, or clause that links one subject or idea to another. A transition is placed at the beginning of a body paragraph to help the essay “flow” from one paragraph to another. Effective transitions make the ideas easier for the reader to follow.

Typical transitions include the following:

<i>Furthermore,...</i>	<i>Moreover,...</i>
<i>On the other hand,...</i>	<i>Aside from,...</i>
<i>Despite all that,...</i>	<i>Instead,...</i>
<i>In short,...</i>	<i>Finally,...</i>
<i>As a result,...</i>	<i>Consequently,...</i>
<i>Another thing...</i>	<i>Aside from,...</i>
<i>Specifically,...</i>	<i>For example,...</i>
<i>A final thing,...</i>	<i>Generally,...</i>
<i>In addition,...</i>	<i>In conclusion,...</i>

(3) Concluding Paragraph The final paragraph of an essay, the **concluding paragraph**, should both summarize and reinforce the ideas and opinions expressed in the body of the essay. The concluding paragraph includes two important parts:

1. a restatement of the thesis statement
2. a reference to each of the topic sentences

Good writers know that “last words” leave a lasting impression. A “clincher” sentence will close the essay with impact.

As you work through this writing packet, you will frequently refer to the “parts of a complete essay” that are described in this lesson. Keep these and all other writing pages in your three-ring binder where you can easily find them.

Now, carefully review the sample essay on the next page.

Example Here is an example of a five-paragraph essay that contains all the essential parts:

introductory sentence

Introductory Paragraph { Learning to write well is one of the most important skills we need to master. *The ability to communicate clearly and effectively in writing connects us with people and enhances our prospects for future success in school and in the workplace.* ← thesis statement (italics)

Body Paragraphs { In the first place, writing well allows us to communicate with other people. We can share our thoughts and feelings with others by writing personal letters, business letters, notes, and emails. Often, people's friendships or business relationships are dependent on their ability to keep in touch with people by way of written correspondence.

Second, our success in school both now and in the future depends on our ability to write well. Teachers may require us to be able to express on paper what we have learned in classes such as social studies, English, and science. We will also need to be able to write effectively on college applications.

In addition, we shall use our writing skills in our future workplace. A well-written job application might help us to acquire the job we desire. Moreover, most jobs and professions entail writing. Teachers, doctors, pastors, secretaries, mechanics, and business people all have to write daily in their workplaces.

Concluding Paragraph { In conclusion, the ability to write skillfully will help us in our relationships with people, in our schooling, and in our future workplace. No skill is more important to our success than writing. ← restatement of thesis with reference to each topic sentence

In the essay above, transitions are circled and topic sentences are underlined.

Practice Refer to the sample five-paragraph essay above to complete 1–5 on the blank lines provided.

1. Write the thesis statement of the essay.

2. Write the introductory sentence of the essay.

3. Write the topic sentence for the first body paragraph.

4. Write the word group used as a transition for the first body paragraph of the essay. _____

5. Write the words used as a transition to the concluding paragraph. _____

A Memory Tool The chart below helps us remember the essential parts of a complete, five-paragraph essay.

ESSAY PLAN	
Introductory Paragraph	Introductory sentence(s) Thesis statement
Body or Support Paragraph	<i>Topic sentence</i> Support sentences: experience, fact, example, opinion, or other
Body or Support Paragraph	<i>Topic sentence</i> Support sentences: experience, fact, example, opinion, or other
Body or Support Paragraph	<i>Topic sentence</i> Support sentences: experience, fact, example, opinion, or other
Concluding Paragraph	Restatement of the thesis Reference to each topic sentence

Practice In the chart below, replace each blank to complete the essential parts of a complete, five-paragraph essay.

ESSAY PLAN	
Introductory Paragraph	_____ sentence(s)
	_____ statement
Body or Support Paragraph	_____ <i>sentence</i>
	_____ sentences:
	experience, fact, example, opinion, or other
Body or Support Paragraph	<i>Topic sentence</i>
	Support sentences:
	_____, fact, example, opinion, or other
Body or Support Paragraph	<i>Topic sentence</i>
	Support sentences:
	experience, _____, _____, opinion, or other
Concluding Paragraph	Restatement of the _____
	Reference to each _____ sentence

On the page that follows, you will find a memory tool to help you memorize this chart.

Example Study the chart from the previous page. Then, try to reproduce it from memory on a separate piece of paper.

We simply use this chart as a memory tool to help us keep in mind the structure of a complete essay. We may abbreviate in order to reproduce it quickly.

Essay Plan	
Intro. Para.	Intro. sent. Thesis statement
Body Para.	Top. sent. Sup. sents.: exp., fact, ex., op., or other
B. P.	T. S. S. S.: exp., fact, ex., op., or other
B. P.	T. S. S. S.: exp., fact, ex., op., or other
Concl. Para.	Restatement of thesis Ref. to each T. S.

Practice Study the chart showing the parts of a five-paragraph essay. Then reproduce it from memory, abbreviating, if you wish. After checking your reproduction of the chart to be sure it contains all the essential parts, place this assignment in your three-ring binder for quick reference in the future.

LESSON 10

Writing a Strong Thesis Statement

The thesis statement clearly states the topic of an essay. We have practiced writing a complete essay based on an assigned thesis statement. In this lesson, we shall practice creating our own thesis statements for assigned topics.

We remember that the thesis statement not only tells the reader exactly what the essay is about but also clearly states the writer's position on the topic.

Brainstorming When faced with an assigned topic, we prepare by brainstorming to generate ideas and thoughts.

The first step in brainstorming is choosing your direction. You would not get into a car and just begin to drive, expecting to arrive at nowhere in particular. You need to know where you are going before you pull out of the driveway. In other words, you must think about the main subject, choose your direction or focus, and prepare to define the topic of your essay.

For example, if the assignment is to write about the qualities that make a good President of the United States, your thesis statement could begin, "The qualities that make a good President are ..."

After brainstorming about the topic, perhaps you have decided that there are four specific qualities that make a good President. If so, your thesis statement might be the following:

There are four important qualities that make a good President.

Practice Below are ten topics that could be given to you as subjects for essays. For each topic, brainstorm briefly. Then, write a declarative sentence that could be used as a strong thesis statement for a complete essay.

1. The best things about our country

2. The qualities that make a true friend

3. Why a person should learn mathematics

4. Things that you would like to change about yourself if you could

5. What you will do differently as a student this year from what you did last year

6. Some ways that you can help others

7. Some events that you will always remember

8. What you can do to improve or maintain your physical health

9. Your ideas for improving education in our country

10. Kinds of things that give you a long-lasting sense of joy

LESSON 19

Preparing to Write a Personal Narrative

Personal Narrative Narrative writing tells a story or relates a series of events. In a **personal narrative**, the writer tells a story about a significant personal experience or event.

In this lesson, you will prepare to write a personal narrative in which you will share your feelings about how an experience affected you or taught you something.

Since this will be a personal narrative—a story that happened to you—you will be writing in what is called “the first person.” Writing in the first person is just as if you were telling one of your friends about something that happened to you at school yesterday. You will be using “I” and “we,” and you can include action, suspense, vivid description, and even dialogue.

Choosing a Personal Experience To think of an experience for a personal narrative that you would like to share, consider the following:

- a wonderful (or disastrous) first time that you did something
- a memorable struggle or hardship that you experienced
- a “turning point” in your life
- an interesting, exciting, humorous, or moving event in your life
- an unusual or once-in-a-life-time experience, such as touring a distant country, meeting a famous person, or making an amazing discovery

Reading through the daily journals that you have written might give you additional ideas.

Brainstorming On a piece of scratch paper, quickly write every experience that comes to your mind. When you have finished, select the one that you think is most interesting, and write it on another piece of paper.

After selecting the experience you plan to write about in your personal narrative, begin brainstorming in order to recall

details or emotions about this experience. List all words and phrases that come to mind. Without concern for spelling or grammar, write everything that occurs to you.

**Organizing
your
Information**

Once you have gathered your thoughts and memories, begin to plan your narrative by organizing the events in a logical order, which might be chronological order—the sequence in which the events occurred. Your rough plan might look something like this:

First: For my science project, I was building batteries from pieces of metal and different fruits and vegetables, and...

Then: My guinea pig escaped from its cage and ate most of the fruits and vegetables, and...

Then: I discovered that my project was ruined and...

Then: My sister helped me rebuild the batteries and...

Finally: I learned to appreciate my sister, my helpful friend.

Practice For your personal narrative, write a rough plan similar to the one above. In the next lesson, you will expand each part of this plan into a paragraph and complete your narrative by filling in detail, action, and dialogue.

First: _____

Then: _____

Then: _____

Then: _____

Finally: _____

LESSON 27

Evaluating the Imaginative Story

Because *writing is a process* and all of our writing is “work in progress,” we constantly make changes to improve our work. This is especially true when writing an imaginative story. As you create your story, you may see opportunities for revisiting previous parts of your story to add more or different traits to a character or to alter his or her actions.

Evaluating Your Writing

In Lesson 26, you completed your imaginative story. Now that some time has passed, you are ready to evaluate it using the following guidelines.

Ask yourself these questions:

- Does my introductory sentence capture the reader’s attention?
- Does the beginning of the story establish the tone and suggest the conflict?
- Are the characters believable and interesting?
- Have I revealed the characters’ personalities and motivations through dialogue and action as well as description?
- Are my characters consistent in their behavior? Have I adequately explained any changes from their normal behavior?
- Are there other details, modifiers, comparisons, or sensory expressions that I could add to help the reader to visualize the setting?
- Do the actions flow logically from one to another?
- Do the actions build suspense?
- Does the dialogue sound natural?
- Does the point of view remain constant throughout the story?
- Are some of my sentences weak or confusing? Should any be removed because they do not relate to the story?

- Do my sentences appear in the best possible order? Could I place them in a more logical or effective order?
- Is each sentence constructed as well as it should be? *Read each sentence in each paragraph as if it were the only sentence on the page. This helps you to catch sentence fragments, run-on sentences, misspellings, and grammatical errors.*
- Is the end of the story believable and satisfying? Has the conflict been resolved?

Practice Use the Evaluation Form on the page following this lesson to evaluate the imaginative story that you wrote for Lesson 26. Read your story carefully as you check for the items listed on the Evaluation Form. Write YES or NO in the blank next to each question.

When you are finished, you will either be confident that you have a strong imaginative story, or you will know where it needs to be improved.

If you answered NO to one or more of the questions on the Evaluation Form, rewrite to improve those areas.

When you can answer YES to every question on the Evaluation Form, you will have completed this assignment.

Imaginative Story Evaluation Form

Title: _____

_____ Does my introductory sentence capture the reader's attention?

_____ Does the beginning of the story establish the tone and suggest the conflict?

_____ Are the characters believable and interesting?

_____ Have I revealed the characters' personalities and motivations through dialogue and action as well as description?

_____ Are my characters consistent in their behavior? Have I adequately explained any change from their normal behavior?

_____ Have I included sufficient details, modifiers, comparisons, and sensory expressions to enable the reader to visualize the setting?

_____ Do the actions flow logically from one to another?

_____ Do the actions build suspense?

_____ Does the dialogue sound natural?

_____ Does the point of view remain consistent throughout the story?

_____ Is each sentence strong and clear? Does each sentence relate to the story?

_____ Is each sentence structured as well as it could be? *Read each sentence in each paragraph as if it were the only sentence on the page. This helps you identify fragments, run-on sentences, and the overall strength or weakness of each sentence.*

_____ Is the end of the story believable and satisfying? Has the conflict been resolved?

LESSON 30

Preparing to Write Poetry

Writing poetry allows us to tap into our imagination and experience and to use all that we have learned about descriptive writing. To write a poem, we must focus our full attention on our subject to express impressions, emotions, and images related to it.

Through poetry, we can communicate our ideas and feelings with rhythms and repeated sounds as well as with the words we choose. In this lesson, we shall discuss traditional poetry, free verse, and some simple steps for selecting a subject and gathering thoughts in preparation for writing a poem.

Traditional Poetry

“Paul Revere’s Ride” is an example of **traditional poetry**, the type of poetry established long ago, which has a regular rhythmic, rhyming pattern. Notice the rhyme and rhythm in the first three stanzas of the poem.

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five:
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, “If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm.”

Then he said, “Good night!” and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

HENRY WADSWORTH LONGFELLOW (1807–1882)

Free Verse In contrast to traditional poetry, **free verse** does not have a regular rhyme or rhythm pattern and is frequently used by writers today. Below, Walt Whitman’s poem titled “I Saw in Louisiana a Live-Oak Growing” is an example of free verse.

I saw in Louisiana a live-oak growing,
 All alone stood it, and the moss hung down from the
 branches;
 Without any companion it grew there, uttering joyous
 leaves of dark green,
 And its look, rude, unbending, lusty, made me think
 of myself;
 But I wonder’d how it could utter joyous leaves,
 standing alone there, without its friend, its lover
 near—for I knew I could not;
 And broke off a twig with a certain number of leaves
 upon it, and twined around it a little moss,
 And brought it away—and I have placed it in sight
 in my room;
 It is not needed to remind me as of my own dear friends,
 (For I believe lately I think of little else than them,)
 Yet it remains to me a curious token—it makes me think
 of manly love;
 For all that, and though the live-oak glistens there in
 Louisiana, solitary, in a wide flat space,
 Uttering joyous leaves all its life, without a friend, a
 lover, near,
 I know very well I could not.

WALT WHITMAN (1819–1892)

Although the free verse above does not contain rhyme or regular rhythm, it is full of clear, sharp images. Notice how the author gives human qualities to the tree: “uttering joyous leaves of dark green...without its friend, its lover, near.”

Selecting a Subject In selecting a subject for a poem, make a list of things about which you feel strongly. Using the lines provided, write your ideas for each of the following:

- an important person in your life
-

- a place you remember with strong emotion
-

- an activity that you love or hate
-

- your most or least favorite season or time of day
-

- your most or least favorite holiday
-

- a meaningful experience or observation
-

- a possession that you value
-

- music that you enjoy or dislike
-

- your most or least favorite animal
-

- your most or least favorite food
-

- an object that you appreciate or despise
-

After writing one or more ideas under each category above, think about why you feel strongly about each item. Then circle three that you would consider using as the subject of a poem.

**Gathering
Thoughts
about your
Subject**

Using a separate sheet of paper, brainstorm about at least one of your three possible subjects circled above, as in the following example:

<p>Uncle Bob's big backyard</p>	
<p>fragrant pink and red roses volleyball games with cousins huge, spreading oak tree refreshing in swimming pool aroma of citrus blossoms birthday parties Uncle Bob playing harmonica Aunt Christie on accordion the lazy hammock exploring the tool shed</p>	<p>skunks and possums barbecued hamburgers picking peaches and plums lizards and spiders romping with the dog</p>

After brainstorming, place a check mark beside the ideas that most clearly express your feelings. Copy those onto another sheet of paper, leaving plenty of space between each one for more details. Then, write as many specific details as you can to fully describe each expression, as in the following example:

<p>✓ the lazy hammock wind rushing through willow trees sounds like running water strong, weathered rope mesh supports my weary body gently rocking in cool shade and fresh air a quiet place away from TV, homework, people, distractions a place to rest, to listen, to think, and to dream doves coo nearby horns honk in the distance</p>

Practice Complete the steps given in this lesson for selecting a subject and gathering thoughts for your own poem. Save your notes in your three-ring binder so that you can add to them at any time. You will use these notes for writing poems in the next two lessons.

LESSON

33

Avoiding Plagiarism

What is Plagiarism?

We have learned that failing to give an author credit for his or her ideas is called **plagiarism**. We know that plagiarism is against the law, for it is intellectual theft, an act which is just as unacceptable as material theft. For this reason, people who *plagiarize*, or steal other people's ideas, find themselves in serious trouble. Therefore, we must carefully give credit to authors and sources that we use in our essays and research papers.

Whenever we use ideas from a source, we must give credit to that source, whether we quote exactly from an author or use our own words. Sometimes students incorrectly believe that paraphrasing facts and ideas from a source removes the problem of plagiarism. This is not so. If the information is not original with you, then you must cite it even if you have used your own words, or paraphrased the information.

Any fact, data, language, or idea that did not come from your own mind needs to be cited unless it is *common knowledge*.

What is Common Knowledge?

Common knowledge is information that most people know. For example, most people know that George Washington was the first President of the United States and that the Constitution of the United States was signed in 1787. These facts are common knowledge and do not require citations.

On the other hand, if the fact is something that most people would *not* know, then it needs a citation. For example, not everyone knows when Abraham Lincoln married Mary Todd, and not many people know the birth dates of John Adams's children. These facts are not common knowledge, so they would require citations.

If you are uncertain as to whether specific information is common knowledge or whether it needs a citation, ask your teacher.

In this lesson, we shall practice determining what information needs a citation and what does not.

Example Carol Walworth’s “Autobiography” begins like this:

World War II ended in 1945, and I was born three years later. Many babies were born in our country right after the war, and I was one of them. Yes, I am a part of the “baby boom” generation.

We find the following pieces of information in Carol Walworth’s “Autobiography.” Mark each one to indicate whether it is common knowledge (no citation necessary) or information that needs a footnote. For a–d, circle “citation” or “no citation.”

- (a) The year 1945 marked the end of World War II. (citation, no citation)
- (b) Carol Walworth was born in 1948. (citation, no citation)
- (c) In the years following World War II, many babies were born in the United States. (citation, no citation)
- (d) Carol Walworth is a part of the “baby boom” generation. (citation, no citation)

Solution We consider whether or not the information is common knowledge. If it is common knowledge, we circle “no citation.” But if the information is not common knowledge, we circle “citation.”

- (a) The year 1946 marked the end of World War II. (citation, **no citation**) This information is common knowledge.
- (b) Carol Walworth was born in 1948. (**citation**, no citation) Not many people know Carol Walworth or her birth date.
- (c) In the years following World War II, many babies were born in the United States. (citation, **no citation**) Most people know that the war was followed by a large population increase in the United States.
- (d) Carol Walworth is a part of the “baby boom” generation. (**citation**, no citation) Carol Walworth is one of a multitude of “baby boomers,” and she is not famous, so this is not common knowledge and must be cited.

Practice An entry from Chase Blackbeard’s bird journal titled “Hit the Road” begins as follows:

Since many birds migrate south for the winter, I decided to follow them. On October 3, 2004, I packed up my binoculars and my digital camera and left Brick, New Jersey. I headed south toward Central America, where many birds spend the winter. There, I hoped to observe and photograph the American redstart and the rose-breasted grosbeak during mating season, which is when they are the most colorful.

We find the following pieces of information in Chase Blackbeard’s journal. Mark each one to indicate whether it is common knowledge (no footnote necessary) or information that needs a footnote. For a–e, circle “citation” or “no citation.”

- a. Some birds that live in New Jersey migrate south for the winter. (citation, no citation)
- b. Chase Blackbeard decided to follow the birds that were flying south. (citation, no citation)
- c. Many species of birds spend the winter in Central America. (citation, no citation)
- d. With his digital camera, Chase Blackbeard wants to photograph the American redstart and the rose-breasted grosbeak. (citation, no citation)
- e. Birds are the most colorful during mating season. (citation, no citation)

LESSON 35

Writing in Response to Informational Text

We often read to learn something more about a subject or to learn something new. There are times when we are asked to analyze and reflect on what we read.

In this lesson, we shall practice active reading as we examine an informational excerpt, an autobiography. Then, we shall practice writing in response to it.

Carefully read the excerpt below.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*. Boston: Anti-Slavery Office, 1845. (1845)

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by doing one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey’s ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. “You will be free as soon as you are twenty-one, *but I am a slave for life!* Have not I as good a right to be free as you have?” These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled “The Colombian Orator.” Every opportunity I got, I used to read this book. Among much of the other interesting matter, I found in it a

dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect, for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic's emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master high had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

Practice After carefully reading the excerpt above, answer the following questions, drawing evidence from the excerpt to support your answers. You may work independently or with your teacher and/or other students. Use the present tense of verbs.

1. How does Frederick learn to read?
2. How do you know that Frederick is treated more kindly than some of the other slaves?
3. Why does Frederick hide the names of his reading tutors?
4. How do you know that Frederick cares about his white friends?
5. What makes Frederick different from other slaves boys?
6. Frederick becomes a tortured man. Why?
7. Why does Frederick wish that he is ignorant like other slaves?
8. Can you find clues in the text that might lead you to think the freedom (emancipation) of slaves is coming?

After answering the questions above, compare your answers with the “Example Answers” at the end of this Writing Packet.

Example Answers for Practice

- Lesson 34**
1. Flying symbolizes an independent spirit. Slavery caused most of these people to adopt a defeated spirit. Toby, an old man, and Sarah, a young woman, still stood tall. They maintained their independent spirits.
 2. “Flying” is described as magical. The narrator describes the ascent of the Africans in biblical terms: Flying resembles climbing up Jacob’s ladder (Genesis 28:12). Africans flew freely over the fields.
The narrator uses adjectives like “black, shiny, blue” to paint a beautiful picture for the reader. Readers visualize shiny, black creatures against a clear blue sky.
 3. The narrator says that the ships were too crowded for anyone to have “wings.” The slaves were defeated and discouraged. Many people were miserable and sick. The African people missed their homeland.
 4. This line describes those people who maintained their independent spirits although they were not permitted to express it. Toby and Sarah are two examples.
 5. The “Master” is described as a “hard lump of clay. A hard, glinty coal. A hard rock pile, wouldn’t be moved.” The master lacks all compassion.
 6. Slaves worked from sunup to sundown. If one of them slowed down, the “Overseer” pointed that one out, and the “Driver” cracked his whip on the back of the offender.
 7. The reader envisions the “slice” of the whip on the back of the slave. The picture of an open wound is clear. Further, the narrator comments that “they did move faster. Had to.”
 8. The author uses a simile, “they flew like blackbirds” with “black, shiny wings...” to convey the people’s beauty, vitality, and freedom.
 9. Answers will vary.

- Lesson 35**
1. Frederick befriends his white neighborhood boys and trades bread for a lesson in reading.
 2. Frederick is treated more kindly than some of the other slaves, for he never goes hungry. He is permitted to take as much bread as he likes, and he trades this bread for reading lessons.
 3. Frederick hides the names of his reading tutors because he does not want to embarrass the white boys. It is unforgivable to teach a slave to read during this time.
 4. Frederick cares about his friends because he hides their secret of teaching him to read. He expresses his “gratitude and affection” for them in his writing. The boys are hungry, and he gives them bread.
 5. Frederick is different from other slave boys because he refuses to remain ignorant. He devises a way to get others to teach him to read. Frederick expresses his frustrations about slavery to his friends. He reads a book entitled *The Colombian Orator*, in which a slave convinces his master to set him free. Frederick discovers and embraces this moral: “the power of truth over the conscience of even the slaveholder.”
 6. Frederick is tortured by the wrongness of slavery, yet he can see no way to freedom. His constant thinking about slavery and freedom consumes him.
 7. Frederick wishes that he is ignorant like other slaves because they do not know anything different from slavery.
 8. Of course, readers know that the slaves were freed. However, Frederick’s white friends “hope that something would occur by which [he] might be free.” Also, the success of one slave to persuade his master to voluntarily emancipate him gives Frederick hope for all of his fellow slaves. Finally, Frederick’s tortured thinking leads readers to conclude that Frederick will eventually fight for freedom.

PREVIEW

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