

Writing: Lesson 28 Quotes

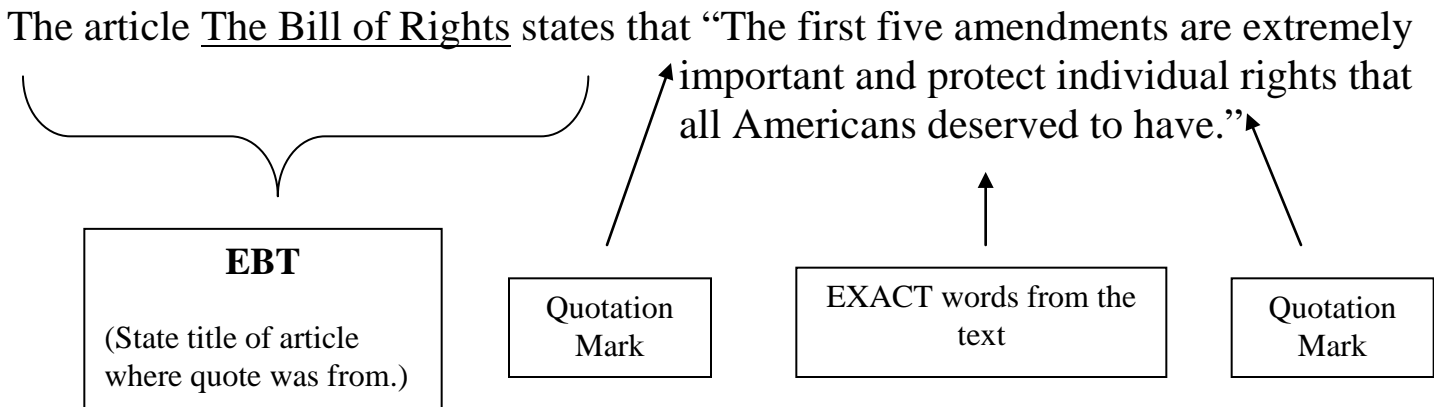
Today the students will learn how to use quotes in an informative/explanatory essay.

The following passages will be used in today’s lesson:

The Declaration of Independence
The Bill of Rights
The United States Constitution

The Founding Documents are the documents that helped shape the United States. Think about what you have learned about the most important documents in American history. Use information from the passages to inform the reader about the Founding Documents.

1. For today’s lessons, we will be learning how to use quotes in our essay. Remember in Lesson 26, we went over using quotes, paraphrases, and own thoughts and ideas in our middle paragraphs. Today we are going to concentrate on writing quotes.
2. Quote – taking the EXACT words from the text.
3. This is where you get to “steal” a sentence or two from the text you read and put it in your essay. The quote can be one of your A or B sentences. There are just a couple of rules when using quotes:
 - Only 1-2 quotes per middle paragraph to avoid overquoting.
 - You must use EBT before or after the quote and tell what article you got the quote from. (If you don’t, this is PLAGIARISM!)
 - You must surround the quoted text with quotation marks.
4. Let’s look at an example:



5. Let's look at the article The United States Constitution. Let's say we want to take a quote from the text about the Constitutional Convention. Find that section in the text (paragraph 8, last sentence).
6. If I want to use that EXACT sentence as a quote in my essay, this is what it would look like: (Underline sentence in text.)

According to the article The United States Constitution, “In May of that year, delegates from 12 of the 13 states convened in Philadelphia to begin the work of redesigning the government and drafting a new Constitution for the United States.”

Highlight the different parts of the quoted sentence so students can see that they have all three parts:

EBT – yellow

Exact words – pink

Quotation marks – green

7. The most important thing to remember is that you must take the EXACT words from the text. You cannot change any of the words around or skip over any words...you are writing EXACTLY what the text says. That is why you are putting it in quotes.
8. Also, make sure your punctuation is INSIDE the quotation marks.
9. Model another example (The U.S. Constitution – paragraph 11, 1st sentence). Tell students for this one, they are going to write the quote and then the EBT. It is important not only to mix up the EBT but also where it is in the sentence with the quote. Ask students to give some examples of EBT. Take their suggestions, and then model the correct punctuation to add the quote. Remind students that EBT should be very specific and therefore the article title should be included. Article titles should be capitalized (as it is written at the top of the article) and underlined.

Your end result should look something like this:

“The U.S. Constitution consists of a preamble, or introduction, seven articles, and a signed closing endorsement,” I learned in the passage The United States Constitution.

Highlight your EBT, your quotation marks, and your quote in different colors so that students can see that you have opening AND closing quotation marks, and that everything inside of the quotation marks is directly copied from the article. Emphasize that exact copying is ok AS LONG AS you have EBT and quotation marks.

I highlighted my example:

EBT – yellow

Exact words – pink

Quotation marks – green

10. Now I want you to try some on your own. (Hand out “Classwork” assignment.)

Review/Explain to students:

-In our middle paragraphs, you have to have quotes, paraphrases, and own thoughts and ideas.

-Today we have been working on quotes.

-It is important to explain to students that they should vary their EBT, as well as where they place it with the quote. They can put the EBT before or after the quote. Emphasize that they need to mix these up so the quotes don’t seem repetitive.

**Do the first one with the students (#1).*

Classwork Assignment Example Answers:

1. In the text The Declaration of Independence, it says that “On July 2, 1776, the Continental Congress voted to declare independence from England.”
2. “The declaration contained 3 sections: a general statement and the purpose of government, a list of complaints against the British King, and the Declaration of Independence from England,” according to paragraph 4 of The Declaration of Independence.
3. Based on the article The Declaration of Independence, the author says that “The committee was made up of five men: John Adams of Massachusetts, Benjamin Franklin of Pennsylvania, Roger Sherman of Connecticut, Robert R. Livingston of New York, and Thomas Jefferson of Virginia.”

11. Review “Classwork Assignment” answers with students. Show examples and non-examples.

12. Hand out “Quiz.” (Students will need the article The Bill of Rights for the quiz.)

1. According to the article The Bill of Rights, “The Bill of Rights is a list of limits on government power so the country would never be under the rule of another king with ultimate power.”

2. “The Bill of Rights, written by James Madison, includes the first ten amendments of the U.S. Constitution,” states the author of the article The Bill of Rights.

13. Hand out homework.

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Classwork Assignment

Name: _____

Directions: Write a quote from the article Declaration of Independence about each topic.

1. *Write a quote about declaring independence from England.*

2. *Write a quote about the sections of the Declaration of Independence.*

3. *Write a quote about the committee who was in charge of creating the Declaration of Independence.*

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Quiz

Name: _____

Directions: Using the article The Bill of Rights, write a quote from the text about each topic.

1. Write a quote about the purpose of the Bill of Rights.

2. Write a quote that defines the Bill of Rights.

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Homework

Name: _____

Directions: Read the article Top Score Writing. Then write two quotes about the writing program.

Top Score Writing
By Lisa Collum

Top Score Writing is a comprehensive writing curriculum that has been designed for third grade teachers to prepare their students for the state writing assessment. The curriculum will provide extensive instruction in informative/explanatory, opinion/argumentative and narrative writing. This curriculum includes lessons, practice worksheets, quizzes, homework assignments, and practice writing tests.

The lessons were created to provide a simple approach to writing that is practical for ALL students. This writing foundation will assist your students in becoming great writers.

This curriculum is divided into six sections: Expository Essay Structure, Informative/Explanatory, Opinion/Argumentative, Advanced Lessons, Narrative Writing and Additional Activities and Strategies.

Quote #1

Quote #2
