

WRITING: LESSON 23*Expository Planning*

Today the students will practice planning for expository prompts in response to texts they read.

*****Teachers: Students will begin working on their “Dangerous Islands” essay today. They will be completing parts of this essay throughout the next several lessons. It is important that they have a safe place to keep all of their work so they may refer to it in future lessons.***

Passage sets and prompts used in this lesson:

The Most Dangerous Islands on Earth**Snake Island****Disaster on Ramree Island**

Prompt: Write an expository essay about dangerous islands around the world. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Advanced Prompt: Write an expository essay about the dangers faced when visiting the islands discussed in the source texts. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Passage sets and prompts used in this lesson:

Career as a Dentist**Orthodontist****Periodontist**

Prompt: Write an expository essay about a career in dentistry. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Advanced Prompt: Write an expository essay about different career options in the field of dentistry. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Model:

You will be modeling how to plan with the “Dangerous Islands” passage set. Read all three passages aloud to the class (or you can read one aloud and have students independently read the others).

For expository writing, they will use an ITC outline to plan for their essay. Instead of reasons (Rs), they will list three topics (Ts). For expository writing, they will be coming up with three topics to inform the reader about.

1. Choose the prompt for this text set that you think is most appropriate for your class and write it on the board.

**Please note: All examples included in this lesson are based on the standard prompt.*

2. Using the “Modeling” page, model planning for this prompt using an ITC outline.

******When planning for this, remind students that they are not coming up with 3 reasons about why they should or should not travel to island locations. They are simply informing/ explaining to the reader 3 things about islands that they learned in the text set. They can pick any 3 things they want from the passages, but they have to make sure they are BIG (broad) things that they can write a lot about.

*****Every word on the planning outline must be from the passage.

Example Planning:

I	Dangerous Islands		
T1	Ramree	a. mosquito	b. crocodile
T2	Snake Island	a. venomous	b. high concentrate
T3	Farallon/Enewetak	a. military	b. radioactive
C	Dangerous Islands		

Snake Island

6 Going to Snake Island without the Brazilian Navy is illegal. It's also illegal for the Navy or scientists to visit without a specially trained physician. No one is allowed on Snake Island and for good reason. It's home to the highest concentration of the most venomous snakes in the world. Snake Island can be found approximately 90 miles off the coast of Santos, Brazil and is the only place in the world where scientists can go to study and observe the lethal golden lancehead viper.

7 If someone were to step ashore, they would need to keep a steady watch. From that first moment, they could expect to see a snake every 10 minutes. In other parts of the island, snakes can average one per square foot. This means a sturdy pair of boots might help you survive on the beach, but walking past a bush could cost you your life. A single bite from one of these killer snakes can kill a human in less than an hour. This many snakes wouldn't be so bad if it weren't for their venomous bite in these extremely close quarters. The golden lancehead is an extremely rare type of pit viper that has been able to reproduce on the island at record speeds because the island has no natural predators for this particular genus of serpent.

8 Snake Island is uninhabited now, but this wasn't always the case. There was a short time prior to 1920 when people did live on the island with the intention of manning the lighthouse. According to the Brazilian locals, the lighthouse keeper and his family died when a number of vipers found a space to crawl in through the window. They slithered into the living quarters and bit them. Now, the Brazilian Navy looks after the lighthouse during an annual upkeep mission in addition to checking the water occasionally to ensure wanderers steer clear of the island. Even with a close watch on the island, unfortunate events can happen. In another grisly tale told by locals, a fisherman unknowingly wandered onto the island in search of bananas. While searching, he was bitten. Though he managed to make it back to his boat, he never sailed again due to the speed of the snake's deadly venom. He was found some time later laying on the boat deck, unalive.

9 These snake bites are no laughing matter. The island, which used to be part of mainland Brazil, was separated as water levels slowly rose over a span of 10,000 years. The lancehead snake is still commonly seen in Brazil today and is the closest relative of the golden lancehead viper. The snakes that were isolated on the island evolved differently than the snakes on the mainland. Because there was not enough prey on the island, they evolved to have extra-potent venom that can melt flesh almost instantly. This allows them to kill and eat birds without waiting for the venom to set in. Because of this, if someone is bitten, they have a 3% chance of survival even with treatment.

10 With the many dangers the island carries with it, it is no wonder that humans steer clear. One trip to the island without the proper training, equipment, and a doctor ready to administer an antivenom could mean certain death

T2
Snake Island

B
high
concentration

A
venomous

Disaster on Ramree Island

11 Out of an estimated 400 Japanese troops that entered the swamplands, it is said that only 20 survived. Known by the *Guinness Book of World Records* as the place with the "greatest disaster suffered by humans due to animals," Ramree Island takes its place among the world's most dangerous locations.

12 The story began in 1942 when the allied forces set up camp on the beaches of Ramree Island. Soon 1,000 Japanese troops came and began to fight these allied forces. In a turn of events, what was left of the Japanese Army was forced back into the swampy marshes of Ramree Island. There they remained trapped with both the allied forces and the natural predators to worry about. The common mosquito carried illnesses and infected the soldiers. Poisonous snakes swam in the Burmese waters and scorpions littered the ground.

13 The fiercest predators of them all proved to be the saltwater crocodiles living in the marshes where the Japanese had gone to hide. Each of these crocs weighed as much as 2,000 pounds and had jaws so powerful they could eat water buffalo, wild boar, and even sharks. A human weighing a mere 200 pounds was no match for these beasts of the wild.

14 A man named Bruce Stanley Wright described the horrifying situation in his book *Wildlife Sketches Near and Far*. He wrote, "That night was the most horrible that any member of the M.L. [marine launch] crew ever experienced." He recounts the sounds of rifles shooting and the splashing of water. "Of about 1,000 Japanese soldiers that entered the swamps of Ramree," he said, "only about 20 were found alive."

15 Despite these horrific events, today there are many people who are able to live safely on Ramree Island. While there are still many crocodiles living in the swamps and marshes, the number of crocs has slowly decreased over time. The swamplands and marshlands are still considered highly dangerous, so the island's inhabitants have learned to steer clear of those murky waters.

T1
Ramree

A
mosquito

B
crocodile

Think Aloud:

As you plan, discuss these topics with students:

- I am writing the central idea next to “T” and “C” on the planning outline.
- My three topics are big topics that I can write a lot about. These are all main topics that are discussed in ALL the passages and I can support them with evidence from ALL THREE passages. Make sure to use information from multiple sources in your essay.
- My As and Bs are details/examples to further discuss my three topics.
- Introduce the strategy of boxing information (see picture example).
- As you are planning, when you choose each topic, you need to put a box around the information in the passage where it talks about that topic and label it T1, T2, or T3.
- When you choose an “A” and “B” subtopic you should also go back to the passage set and label where the information about the “A” and “B” subtopics is.

Guided Practice:

You will be guiding students as they plan for the “Career as a Dentist” passage set.

3. Choose the prompt for this text set that you think is most appropriate for your class. Write that prompt on the board.
 *Have your students circle the prompt you chose for them on their “Guided Practice” worksheet.
 *Please note the students will be continuing with this prompt and plan in future lessons. Have an organization system in place for them to keep all of their work; they will refer to it in future lessons.
4. Read all three passages.
5. Using the ITC outline, guide students to plan for this prompt. Make sure to mention to them that the goal is to be able to complete an ITC plan in 10-15 minutes.
6. After they have planned, share planning ideas and compile a list of examples and non-examples on the board. Discuss what some good topics are (as well as ones that will not work) and make sure their As and Bs make sense. Non-examples are essential to teaching.
7. Review today’s objective – planning for an expository prompt. Explain that we are using an ITC outline and are just choosing 3 topics to inform the reader about based on the text we are provided.

Example plan in response to the advanced prompt:

I Career in Dentistry.

T1 general dentistry

a. schooling

b. role

T2 orthodontics

a. schooling

b. role

T3 periodontics

a. schooling

b. role

C Career in Dentistry

Modeling

Name: _____

Directions: Plan for one of the following prompts.*Prompt:* **Write an expository essay about dangerous islands around the world.****Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.***Advanced Prompt:* **Write an expository essay about the dangers faced when visiting the islands discussed in the source texts. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.**

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

Guided Practice

Name: _____

Directions: Circle the prompt your class has chosen to write about. Then, read the “Dentistry” passage set and plan for the appropriate prompt.

Prompt: **Write an expository essay about a career in dentistry. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.**

Advanced Prompt: **Write an expository essay about different career options in the field of dentistry. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.**

I _____

T1 _____

a. _____

b. _____

T2 _____

a. _____

b. _____

T3 _____

a. _____

b. _____

C _____

WRITING: LESSON 26*Advanced Introduction*

Students will be practicing writing the introduction paragraph for an expository essay using a different structure than they learned yesterday. They will also be learning several skills they can use to write an advanced introduction.

Passage sets and prompts used in this lesson:

**Building a Simple Shelter
Starting a Simple Fire
Campgrounds on the Coast
Insect Repellent Overview for Campers**

Prompt: Write an expository essay about camping. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Advanced Prompt: Write an expository essay on the essentials of preparing for a camping trip. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Passage sets and prompts used in this lesson:

**The True Indicators of Success in College
The Character Project
Core Values**

Prompt: Write an expository essay about what it takes to be successful in college. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Advanced Prompt: Write an expository essay about the attributes, both inside and outside of the classroom, that assist in a successful college experience. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Model:

You will be modeling writing an introduction paragraph for the camping passage set today.

**Please note: all examples included in this lesson will be based on the standard prompt.*

Review with students that the introduction paragraph can be set up in many different ways. Yesterday they learned one way to write an introduction paragraph and today they will learn another way. However, all “I” paragraphs must contain certain key components. All introductions must grab the reader’s attention, state the central idea and discuss the 2-3 key topics that the student will write about (T1, T2, T3).

1. Write the prompt you chose for the camping passage set on the board. Plan for the prompt.

Example Plan:

I	Camping		
T1	shelter	a. A-frame	b. lean-to
T2	fire	a. preparations	b. maintaining
T3	protection	a. insects	b. elements
C	Camping		

2. Today we will write the introduction paragraph in a different way than we did yesterday. Instead of having a closing sentence, we will make our thesis statement into 2-3 separate sentences. Let’s set up the “I” paragraph this way:

“I” paragraph

Hook

Thesis (2-3 sentences)

3. Tell students they will also be learning several ways they can make their introductions more advanced. These are options; students do not need to do all of these in every introduction.

Advanced Introductions:

- Are longer (4-6 sentences long)
- Include details and descriptions
- Use an advanced hook

4. Remind the students that all essays must start with a good hook that grabs the reader's attention.

Examples of hooks we learned yesterday:

1. Question
2. A strong statement about the topic
3. Anecdote
4. Fact/Definition

Examples of advanced hooks:

1. Set the scene
 2. Rhetorical question
 3. Thought-provoking fact
5. Today we will write an advanced introduction for our camping essay. We will start by *setting the scene*, which is an advanced hook. Instead of just writing one sentence we will add details and descriptions and expand our hook. Our finished introduction paragraph will be five sentences long!

“I” paragraph

Hook

Thesis (2-3 sentences)

Example Introduction Paragraph:

Imagine yourself sleeping under the stars overlooking some of the most stunning scenery of the Pacific coast and stepping outside your tent each morning to renowned beaches without having to drive anywhere to see them. Now imagine yourself sunburnt, insect bitten, or rained on through a seemingly endless night. Camping can be a wonderful activity to enjoy with friends and family provided that you're well aware of a few simple tips and tricks to setting up a solid shelter to get you through the night. Additionally, camping can be exciting if you know how to build a roaring fire for warmth and light. Camping can be rewarding as long as you've protected yourself against insects and elements.

Independent Practice:

Using the “Success in College” passage set, students will read the text set, plan, and write the introduction paragraph.

6. Pass out the “Independent Practice” worksheets. Have students circle the prompt that you directed them to write about in the previous planning lesson.

Differentiation option: There are three different “Independent Practice” worksheets provided. Depending on the students’ ability levels, you may want to differentiate your assignment. Beginning writers should only complete the first two practice sheets today – they can do the advanced introduction practice later in the year.

Proficient writers should practice the advanced introductions today.

7. Set the timer and circulate as students write “I” paragraphs for this prompt. They will write one introduction in the structure they learned yesterday and one introduction in the structure they learned today.
8. When time is up, have students use highlighters to self-assess their paragraphs.
 - “Do you have a hook? Is it detailed and descriptive? Highlight it in pink.”
 - “Do you have your thesis (3 topics)? Are they in 2-3 separate sentences? Highlight them in blue.”
9. Have students share their paragraphs and discuss with them all of the different ways of writing introductions for the same prompt.

Example introduction paragraph:

The transition between high school and college can be an exciting and memorable time. While kids are trading old familial rules for a sense of independence and adulthood, many students regard this time as the best years of life so far. But getting to this rite of passage in a successful way can be challenging for many rising college students. The fact is, many students don’t know how to successfully transition from those high school years into college years. However, this writer believes that as long as students maintain a high moral character, strong core values, and a sense of grit, the journey from high school teen to college student status can be seamless and fun.

Independent Practice

Name: _____

Directions: Circle the prompt your class has chosen to write about. Read the text set, plan, and then write the introduction paragraph.

"I" Paragraph Practice

Prompt: Write an expository essay about what it takes to be successful in college. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Advanced Prompt: Write an expository essay about the attributes, both inside and outside of the classroom, that assist in a successful college experience. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Plan:

I _____

T1_____ a. _____
b. _____

T1_____ a. _____
b. _____

T1 _____ a. _____
b. _____

C _____

Write the introduction paragraph using this format:

“I” Paragraph

Hook

Thesis (3 topics)

Closing Statement

Independent Practice

Name: _____

Directions: Let's try it a different way now! Now write an introduction paragraph again but this time use a different structure.

“I” Paragraph

Expanded Hook (details, descriptions)

Thesis (2-3 sentences)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Independent Practice

Name: _____

Directions: Circle the prompt your class has chosen to write about.

Advanced “I” Paragraph Practice

Prompt: Write an expository essay about what it takes to be successful in college. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Advanced Prompt: Write an expository essay about the attributes, both inside and outside of the classroom, that assist in a successful college experience. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Choose an advanced hook and write an advanced introduction paragraph. Remember your introduction should be 4-6 sentences long!

[illegible]

WRITING: LESSON 29*Middle Paragraphs – Overview*

Today the students will be learning how to write more advanced middle paragraphs using a variety of elaborative techniques.

Passage sets and prompts used in this lesson:

Building a Simple Shelter
Starting a Simple Fire
Campgrounds on the Coast
Insect Repellent Overview for Campers

Prompt: *Write an expository essay about camping. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.*

Advanced Prompt: *Write an expository essay on the essentials of preparing for a camping trip. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.*

**Note to teachers: All examples included in this lesson are based on the plan below responding to the standard prompt.*

I camping

T1 shelter

a. A-frame

b. lean-to

T2 fire

a. preparation

b. maintaining

T3 protection

a. insects

b. elements

C camping

1. In Section 1 we learned how to write basic middle paragraphs. We learned that all three middle paragraphs should have a “T” sentence, 3-4A sentences, and 3-4B sentences. We are still going to keep this structure.
2. Now we are going to work on having 4-6 sentences about A and 4-6 sentences about B.
3. Our 4-6A and 4-6B sentences are going to include quotes, paraphrases, and our own thoughts and ideas. These are called elaborative techniques.
4. Today’s lesson is just going to be an overview. I want you to see what a full middle paragraph looks like using quotes, paraphrases, and own ideas. Then over the next few days, I will teach you how to do each of these.

5. Let's take a look at the "Basic Essay" about camping using the articles listed above.
6. If you look at the middle paragraphs, we have a topic sentence (red), 4-6 sentences about A (blue), and 4-6 sentences about B (green).
7. Now let's look at the essay titled "Advanced Essay."
8. Without reading any of the words, just look at the colors. The sentences highlighted in blue are quotes, in green are paraphrases, and in pink are our own thoughts and ideas. This is only done in our middle paragraphs. We still have 4-6 about A and 4-6 about B, but we wrote them as quotes, paraphrases, or our own ideas.

Blue – QUOTES

Green – PARAPHRASES

Pink – OWN THOUGHTS and IDEAS

9. Let's study this for a few minutes. Point out the following things to students:
 - There is a balance between quotes, paraphrases, and own ideas. You don't want to see too many quotes or too much paraphrasing (too much of one color). There needs to be a balance!
 - Every time there is a quote or paraphrase, there is a citation to the source. Sometimes there is EBT, and sometimes there is a parenthetical citation.
 - When writing our own thoughts and ideas, we do not use EBT.
 - Quotes have quotations around the part of the text that was quoted (or copied) from the passage.
 - Own thoughts and ideas often, but not always, come after quotes or after paraphrases. They are not random thoughts or ideas. They are thoughts and ideas ABOUT the quote or paraphrased information. Own thoughts and ideas are more than one sentence long.
 - The rule to follow is one to two quotes per middle paragraph. The rest is a balance of paraphrases and own thoughts and ideas. Try to paraphrase two times in each middle paragraph.
 - You don't always have to put a thought/idea after quotes and paraphrases, but you should try to do so if it makes sense and flows with the essay.
 - You will also notice some sentences don't have a color. Those sentences are not quotes, paraphrases, or own thoughts/ideas. Those are just sentences that introduce the topic. For the first sentence about "A," you want to introduce what your "A" is. This is the same with the first sentence about "B."
10. Over the next few days, we will be talking about quotes, paraphrases, and own ideas. Then we will start practicing writing our middle paragraphs using these elaborative techniques.

Review:

- A and B sentences should be quotes, paraphrases, and own thoughts and ideas.
- There should be a *balance* of quotes, paraphrases, and own thoughts and ideas.
- Only 1-2 quotes per middle paragraph (avoid overquoting).
- Own thoughts/ideas should be more than one sentence long.
- You must cite the source when writing a quote or paraphrase.

11. Hand out the homework assignment.

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Basic Essay

Prompt: Write an expository essay about camping. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Camping is a favorite summer activity for many outdoorsy Americans. Although it can be a lot of work, camping can also be safe and fun once you know how to build a shelter, build a fire, and protect yourself from insects and the elements. If you educate yourself on the basics of camping and take all necessary precautions, camping is a great activity to do with your whole family.

The first way to ensure that your camping vacation is successful is to make sure you know how to build a shelter. If you don't have a tent, your shelter can be in the form of an A-frame shelter. An A-frame shelter only requires that you have at least two trees, a rope, and a tarp to throw over the top. According to "Building a Simple Shelter," all you have to do is tie the rope to two trees and then drape the tarp over top to create a tent-like structure. While this may seem like a flimsy alternative to a tent, it actually creates the overhead shelter you need to protect against elements, pests, and even curious animals who may wander into your campsite. Another option for creating a shelter is to build what is called a lean-to shelter. A lean-to shelter involves tying "the rope to two trees about five feet high, this time creating a 30-degree angle with one side of the tarp along the rope and the other along the ground," page 29, paragraph 4 explains. While this method may seem complicated, it is actually a simple, tried-and-true method of creating a solid shelter that can be used for the entire duration of your camping trip. While both methods of shelter will work adequately, many campers prefer to purchase an expensive tent that requires pegs, poles, and a ton of patience! As a result, the A-frame and lean-to options should be thoughtfully considered as well.

Next, a savvy camper should also know how to build a fire. In order to build a fire, you should make sure you've created your firebed and gathered kindling and wood beforehand. To create your firebed, you will need to "choose a site that is away from any trees, bushes, or other plants including grass – dead or alive" (Starting a Simple Fire). This will ensure that your camping area – that may contain your tent and your personal belongings – will be away from the fire and flames. Then you will need to form a platform in the center of where your fire will be built and arrange the sticks over it (Starting a Simple Fire). This will ensure that your fire stays focused and centered on where you want it to be instead of spreading toward areas that are not fire safe. Once you've created a solid firebed, you will need to gather kindling and wood with which to build your fire. Kindling, also known as tinder, is dry material that will easily catch fire and help your firewood to light as well. Materials such as "dry leaves, dry bark, dead grass, or even some fluffy fungi" are commonly used as kindling, the passage

“Starting a Simple Fire” states. Once this kindling begins to smolder and light, you will need to add dry firewood to the smolder in order to grow substantial flames. While large pieces of firewood may be hard to find, dry sticks, twigs, and branches are best to use until the fire has gained strength for the fuelwood. Once the fire is roaring, you will need to supply it with larger pieces of wood that are dry and brown, instead of branches that are green, or newly fallen from trees. Building a fire can be a safe, rewarding experience.

Lastly, in order to have a successful camping trip, you’ll need to make sure you’re properly protected from both insects and elements. In order to protect yourself from insects, you will need to ensure that you have packed insect repellent. While many opinions vary on which type of insect repellent works best, most agree that oil of lemon eucalyptus, picaridin, and botanicals all have a measured amount of success in pest protection (Insect Repellent Overview for Campers). Oil of lemon eucalyptus, which is usually found in citronella candles (page 33, paragraph 20), can ward off mosquitos, the text states, for “up to six hours” (Insect Repellent Overview for Campers). However, bringing several citronella candles into wooded areas may be difficult or cumbersome and other campers find picaridin is a more effective option as it is synthetic and therefore lasts longer than natural counterparts (Insect Repellent Overview for Campers). This option may not sit well with campers looking for a more natural experience. For those outdoorsy people, botanicals may be the option to choose. According to the text, “if mosquitos are thick, lemon grass might be an excellent main ingredient in a botanical repellent,” and it smells pleasant as well. In addition to protection from insects, all seasoned campers know that protection from inclement weather is necessary as well. As previously stated, while lean-to and A-frame shelters are sufficient protection from the sun and overhead rain (Building a Shelter), they cannot replace the use of sunscreen when outside the shelter or the use of adequate clothing for warmth and moisture. Therefore, all-weather clothing and a strong SPF sunscreen are recommended by most camping experts as well. Only with a combination of insect and element protection can a camper truly have a rewarding experience.

While it may seem like much to plan and prepare for in order to enjoy a camping vacation, these simple tips will help your camping experience become a rewarding one. By ensuring you prepare to build a shelter, build a fire, and pack substantial insect and element protection, your camping vacation may be filled with the “grandeur of nature,” “isolated beaches” and maybe even a little “whale watching” (Campgrounds on the Coast) instead of a mosquito-flanked, water-logged, chilly camping experience!

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Advanced Essay

Prompt: Write an expository essay about camping. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Every summer, thousands of Americans flock to mountainous, wooded, or pristine beaches to spend their summers sleeping under the stars. They pack their most rugged clothing and supplies and drive into wide-open places or designated campgrounds to pitch tents, hoping to leave behind their busy, technology-filled lives. However, many people who do so neglect to think of the forces of nature at work, waiting to steal or sabotage their tranquil vacations. Though camping does pose some minor risks, it can be a worthwhile activity as long as you know how to build a proper shelter and build a successful fire. Additionally, it doesn't hurt to know a little bit about skin protection while you're at it. With a bit of Camping 101, you can have the outdoor holiday you've always dreamed of!

The first way to ensure that your camping vacation is successful is to make sure you know how to build a solid shelter. If you don't have a tent, your shelter can be in the form of an A-frame shelter. An A-frame shelter only requires that you have at least two trees, a rope, and a tarp to throw over the top. According to "Building a Simple Shelter," all you have to do is tie the rope to two trees and then drape the tarp over top to create a tent-like structure. While this may seem like a flimsy alternative to a tent, it actually creates the overhead shelter you need to protect against elements, pests, and even curious animals who may wander into your campsite. Protection against the elements is an important part of the camping experience. Another option for creating a shelter is to build what is called a lean-to shelter. A lean-to shelter involves tying "the rope to two trees about five feet high, this time creating a 30-degree angle with one side of the tarp along the rope and the other along the ground," page 29, paragraph 4 explains. While this method may seem complicated, it is actually a simple, tried-and-true method of creating a solid shelter that can be used for the entire duration of your camping trip. While both methods of shelter will work adequately, many campers prefer to purchase an expensive tent that requires pegs, poles, and a ton of patience! As a result, the A-frame and lean-to options should be thoughtfully considered as well.

In addition to knowing how to build a shelter, a savvy camper should also know how to build a fire. In order to build a fire that will last the entire evening, which can get cold or windy, you should make sure you've created your firebed and gathered kindling and wood beforehand. To create your firebed, you will need to "choose a site that is away from any trees, bushes, or other plants including grass – dead or alive" (Starting a Simple Fire). This will ensure that your camping area – that may contain your tent and your personal belongings – will be away from the fire and flames. If you choose an unsafe area to build your fire, you may endanger yourself as well as the environment you are in. Additionally, you will need to form a platform in the center of where your fire will be built and arrange the sticks over it (Starting a Simple Fire). This will ensure that your fire stays focused and centered on where you want

it to be instead of spreading toward areas that are not fire safe. Once you've created a solid firebed, you will need to gather kindling and wood with which to build your fire. Kindling, also known as tinder, is dry material that will easily catch fire and help your firewood to light as well. Material such as "dry leaves, dry bark, dead grass, or even some fluffy fungi," are commonly used as kindling, the passage "Starting a Simple Fire" states. Once this kindling begins to smolder and light, you will need to add dry firewood in order to grow substantial flames. While large pieces of firewood may be hard to find, dry sticks, twigs, and branches are best to use until the fire has gained strength for the fuelwood (Starting a Simple Fire). Once the fire is roaring, you probably will need to supply it with larger pieces of wood that are dry and brown, instead of branches that are green, or newly fallen from trees. Just make sure you have enough wood. You'll always need more than you think you'll need! Building a fire can be a safe, rewarding experience.

Lastly, in order to have a successful camping trip, you'll need to make sure you're properly protected from both insects, which can be painful, and from the elements, which can be harsh. In order to protect yourself from insects, you will need to ensure that you have packed ample insect repellent. While many opinions vary on which type of insect repellent works best, most agree that oil of lemon eucalyptus, picaridin, and botanicals all have a measured amount of success in pest protection (Insect Repellent Overview for Campers). Oil of lemon eucalyptus, which is usually found in citronella candles (page 33, paragraph 20), is one of the more popular choices for natural insect repellent and can ward off mosquitos, the text states, for "up to six hours" (Insect Repellent Overview for Campers). While this option may be popular, bringing several citronella candles into wooded areas may be difficult or cumbersome. It is important to consider the necessity of every item brought on a camping trip. Instead, other campers find picaridin a more effective option as it is synthetic and therefore lasts longer than natural counterparts (Insect Repellent Overview for Campers). However, this option may not sit well with campers looking for a more natural experience overall and does contain harsh chemicals that many campers try to avoid. For those outdoorsy people, botanicals may be the option to choose. According to the text, "if mosquitos are thick, lemon grass might be an excellent main ingredient in a botanical repellent," and it smells pleasant as well. In addition to protection from insects, all seasoned campers know that protection from inclement weather is necessary as well. As previously stated, while lean-to and A-frame shelters are sufficient protection from the sun and overhead rain (Building a Shelter), they cannot replace the use of sunscreen when outside the shelter or the use of adequate clothing for warmth and moisture. Therefore, all-weather clothing and a strong SPF sunscreen are recommended by most camping experts as well. Only with a combination of insect and element protection can a camper truly have a rewarding experience.

While it may seem like much to plan and prepare for in order to enjoy a camping vacation, these simple tips will help your camping experience become a rewarding one. By ensuring you prepare to build a shelter, build a fire, and pack substantial insect and element protection, your camping vacation may be filled with the "grandeur of nature," "isolated beaches" and maybe even a little "whale watching" (Campgrounds on the Coast) instead of a mosquito-flanked, water-logged, chilly camping experience!

Homework

Name: _____

Directions: Highlight or underline the quotes in one color, the paraphrases in another color, and the own thoughts and ideas in a third color. Then draw a circle around the citations in every paragraph.

Every summer, thousands of Americans flock to mountainous, wooded, or pristine beaches to spend their summers sleeping under the stars. They pack their most rugged clothing and supplies and drive into wide-open places or designated campgrounds to pitch tents, hoping to leave behind their busy, technology-filled lives. However, many people who do so neglect to think of the forces of nature at work, waiting to steal or sabotage their tranquil vacations. Though camping does pose some minor risks, it can be a worthwhile activity as long as you know how to build a proper shelter and build a successful fire. Additionally, it doesn't hurt to know a little bit about skin protection while you're at it. With a bit of Camping 101, you can have the outdoor holiday you've always dreamed of!

The first way to ensure that your camping vacation is successful is to make sure you know how to build a solid shelter. If you don't have a tent, your shelter can be in the form of an A-frame shelter. An A-frame shelter only requires that you have at least two trees, a rope, and a tarp to throw over the top. According to "Building a Simple Shelter," all you have to do is tie the rope to two trees and then drape the tarp over top to create a tent-like structure. While this may seem like a flimsy alternative to a tent, it actually creates the overhead shelter you need to protect against elements, pests, and even curious animals who may wander into your campsite. Protection against the elements is an important part of the camping experience. Another option for creating a shelter is to build what is called a lean-to shelter. A lean-to shelter involves tying "the rope to two trees about five feet high, this time creating a 30-degree angle with one side of the tarp along the rope and the other along the ground," page 29, paragraph 4 explains. While this method may seem complicated, it is actually a simple, tried-and-true method of creating a solid shelter that can be used for the entire duration of your camping trip. While both methods of shelter will work adequately, many campers prefer to purchase an expensive tent that requires pegs, poles, and a ton of patience! As a result, the A-frame and lean-to options should be thoughtfully considered as well.

In addition to knowing how to build a shelter, a savvy camper should also know how to build a fire. In order to build a fire that will last the entire evening, which can get cold or windy, you should make sure you've created your firebed and gathered kindling and wood beforehand. To create your firebed, you will need to "choose a site that is away from any trees, bushes, or other plants including grass – dead or alive" (Starting a Simple Fire). This will ensure that your camping area – that may contain your tent and your personal belongings – will be away from the fire and flames. If you choose an unsafe area to build your fire, you may endanger yourself as well as the environment you are in. Additionally, you will need to form a platform in the center of where your fire will be built and arrange the sticks over it (Starting a Simple Fire). This will ensure that your fire stays focused and centered on where you want it to be instead of spreading toward areas that are not fire safe. Once you've created a solid firebed, you will need to gather kindling and wood with which to build your fire. Kindling,

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WRITING: LESSON 80*Thesis Statement*

Today students will write a thesis statement in response to a prompt.

1. Explain to students what a thesis statement is and where to include it in their essays.

The backbone of every essay is called the thesis statement. The thesis statement usually comes within the last two sentences of your introduction (“I”) paragraph.

In elementary and middle school, we called the thesis statement the “3 Reasons Sentence” or “3 Topics Sentence.” The thesis statement is just a more mature way of saying your 3Rs or 3Ts, depending on the type of essay you are writing.

2. There are many ways to write a thesis statement. Review different ways to write a thesis with students in response to the same prompt.

Example Prompt: **Do you think schools provide enough class time for students to be creative?**

Example Plan 1:

Intro: yes, enough time for students to be creative

1. Art embedded into school curriculum
2. Additional free time
3. Purpose of schools isn’t to develop creativity

Conclusion: yes, more than enough time for students to be creative

Example Plan 2:

Intro: no, not enough time for students to be creative

1. Art is structured, not free creativity
2. More focus is put on STEM than creativity
3. No in-class time for drawing, coloring, crafts

Conclusion: no, there is not enough in-school time for kids to be creative

3. *Option 1: The thesis statement is written in a parallel structure.* Parallel structure is listing your reasons/topics in one sentence in a way that makes sense.

Parallel structure thesis example arguing yes:

Schools give more than enough time in class for students to be creative as art is embedded into the school curriculum, as students have additional free time at lunch and recess to explore creativity, and as the purpose of school itself is not to provide time for students to be creative but to provide time for students to learn.

Parallel structure thesis example arguing no:

Schools do not give students enough time to be creative as even art class is structured and not creatively free, as more focus is put on STEM subjects rather than art, and as there is no in-class time for creative activities such as drawing, coloring, and crafting.

4. *Option 2: The thesis statement is a single sentence containing the overall controlling idea.* When writing at the high school or college level, it isn't necessary to outline all of your topics/reasons inside the thesis statement.

Single sentence thesis example arguing yes:

Schools provide more than enough time for students to be creative.

Single sentence thesis example arguing no:

Schools do not provide enough time for students to be creative.

5. *Option 3: The thesis statement is divided into two or more sentences.* The thesis statement does not need to be one single sentence. You can divide your thesis statement (your topics/reasons) into two or more sentences.

Two sentence thesis statement arguing yes:

Schools give more than enough time in class for students to be creative as art is embedded into the school curriculum. Furthermore, students have additional free time at lunch and recess to explore creativity, and the purpose of school itself is not to provide time for students to be creative but to provide time for students to learn.

Three sentence thesis statement arguing no:

Schools do not give students enough time to be creative as even art class is structured and not creatively free. In fact, more focus is put on STEM subjects, such as science and math, providing for very little time to make art at all. Finally, there is no in-class time for creative activities such as drawing, coloring, and crafting.

6. The three types of thesis statements vary in terms of difficulty and discussion. However, all are correct, and students should choose the style of thesis they feel most comfortable using. The goal is to write a thesis that reads fluently.
7. To decide what they're going to write about (the main point(s) in their thesis statement), students will need to conduct research ahead of time. To do this, they will *need to briefly*:
 - a) *Come up with* a few potential ideas. Students should ask themselves, "What reasons might a person find to support or refute this position?"
 - b) *Search for resources* and information they can find to support these ideas. This isn't when they begin their serious research, just a general survey of the topic to make sure there is sufficient evidence to support their claim through reputable resources. Through this light research, they may discover that there really isn't enough information to support their claim. As a result, they may need to adjust their reasons and that's okay! Since they haven't written their entire essay yet, they can change their reasons (and then alter their thesis) based on their findings.

Note: It's important to remember that students may or may not use those resources when they actually write their paper. When beginning the research portion of a paper, they may find that some sources are more valuable than others based on where they've acquired them, their reputation, and what they have to say. Again, this general survey of resources is simply used for ideas in order to generate what is called a **working thesis**.

Working thesis: A thesis that you may or may not change, revise, or end up using in your final essay draft.

8. Pass out the "Guided Practice" activity. Discuss each prompt with students and brainstorm various acceptable ways to structure a thesis statement.

Example Answers:

1. The driving age should be raised to 18 to allow more time for teens to grow into the responsibility of driving, to make sure all drivers on the road are legal adults, and to allow more time for students to study for and learn the rules of the road.
2. While men and women communicate in a multitude of different ways, there are a few stark contrasts worth noting. For example, while men tend to want to fix any issue at hand, women prefer to talk it out, even when a potential resolution is not determined. Second, whereas men tend to hide their feelings unless pushed, women tend to readily express their thoughts without fear of judgment. Lastly, as women tend to speak more quickly and passionately than men, men tend to hold back, thereby often saying less about what they feel emotionally and more about what they think.

9. Pass out the “Independent Practice” activity. Have students write a thesis statement for each of the given prompts. After, review correct examples as well as non-examples. Discuss the various ways students could choose to structure their thesis statements.

Example Answers:

1. The inanimate object that best embodies me is the chair as it is stationary unless moved, whole unless broken, and useful until the day it is discarded.
2. Standardized tests do not reveal a person’s knowledge as they test only a small basis of learned information. Furthermore, standardized tests put incredible pressure on the person tested, thereby devaluing the accuracy of the test itself. Finally, standardized tests are exactly what they proclaim to be: standard. As humans are individuals, however, standardized tests have no way of exploring any person’s vast storage of learned material, as every person has individualized experiences.
3. Colleges should evaluate a student’s extracurricular activities and grades as this gives students an additional way to be judged rather than by grades alone.
4. Shopping online and in-person have, in fact, more similarities than differences.

Guided Practice

Name: _____

Directions: Write a thesis statement for each of the following prompts.

1. *Prompt: In some parts of the world, people are allowed to get a driver’s license at age 16. Many feel this age is too young for the responsibility that comes with driving a car and that teenagers should not be allowed to drive until the age of 18. In your opinion, at what age should people be allowed to drive and why?*

2. *Prompt: What are the differences between the way men and women communicate?*

Independent Practice

Name: _____

Directions: Write a thesis statement for each of the following prompts.

1. *Prompt:* **What inanimate object best embodies you?**

2. *Prompt:* **Do standardized tests reveal a student's knowledge?**

3. *Prompt:* **Should colleges evaluate students' extracurricular activities and volunteer work, or just their grades alone?**

4. *Prompt:* **Compare and contrast the benefits of traditional shopping and online shopping.**

WRITING: LESSON 85

Choosing Reputable Sources

Today students will learn how to choose reputable sources.

1. Explain to students that today they will begin writing the body paragraphs of their essay. They will turn their 3 Topics/Reasons on their planning outlines into individual paragraphs.
2. This will involve the serious research portion of their paper. They have already done a little research to devise their thesis statement, hook, and background information for their introduction paragraph.
3. To begin conducting adequate research, they will first choose their sources. They will need to make sure the sources they plan to use are acceptable and verified.

Here is a list of **acceptable sources** used for writing academic papers:

1. **Peer-reviewed journal**
 2. **First-hand accounts**
 3. **Online/print magazine or newspaper**
4. The first type of source is a **peer-reviewed journal**.

A peer-reviewed journal is a journal filled with articles and studies that have been reviewed by other experts or professionals working in that field. They are also referred to as scholarly journals.

By making sure the research in each article and journal has been reviewed by other academics in that field (experts), the article's quality is ensured. This is important because we want to make sure the research we cite has been verified by two or three people who know what they're talking about!

5. There are three easy ways to tell if an article is from a peer-reviewed journal:
1. Stick to searching databases that *only* contain peer-reviewed journals. For example, most college and university libraries have entire sections online (and in physical form, if you're more inclined to go into your school's library) for peer-reviewed journals.
 2. Use online databases that separate peer-reviewed journals from articles that have not been peer-reviewed. One database that does this is **Academic Search Complete**.
 3. If you have already found an article that supports your research and you simply want to check to make sure it is from a peer-reviewed journal, you can check it on **Ulrichsweb.com**.

*As a rule, by ensuring that the bulk of your research comes from peer-reviewed journals, you will save yourself a lot of time wondering if your research will be sufficient. Even if your hook or thesis originated from non-peer-reviewed articles, if the hard facts you are using to

back up your arguments are from peer-reviewed articles, you should be good to go!

6. At the beginning of most peer-reviewed articles that contain empirical research or data, you will find what is called the article's abstract.

The *abstract's purpose* is to explain what the paper (and therefore research) will prove or disprove. The abstract also outlines which methods were used to conduct the experiment/research. As this serves as a summary of the experiment conducted and not the research itself, it is *inadvisable to quote directly from the abstract*. Instead, read and review the article that follows, thereby using the actual explanation and research instead of just the summary.

7. The second type of source is a **first-hand account**.

A first-hand account, or first-hand source, is an event or topic based on an author's own testimony or experience.

8. You can tell if a source is first-hand if it:

- uses I, me, or we to describe what is happening or has happened
- is a diary entry
- is an autobiography (written by the person speaking about his/her personal experience)
- is a letter

9. Explain to students that first-hand sources can be reputable because they are often created at the time of the event in question by a person who was there. However, all sources are biased...it's up to them to decide how biased the sources are.

To determine how reliable a first-hand account is, ask yourself if the information seems *logical*. Do the facts make sense in the time or space they are being reported?

Let's look at an example based on the following prompt:

Pros and cons of an iPhone versus an Android

If we found an article where a person who was interviewed (thereby a first-hand account) said, "iPhones are known to break down more frequently than Androids," you would want to ask yourself what his bias was.

Had he had experience owning both phones? Was he affiliated with one phone company over another? Why did he feel the way he did?

Additionally, we would want to make sure the source was recent, especially when pertaining to technology which updates and outdates quickly, to make sure that his research and opinion were current.

10. Discuss with students that it is always advisable to utilize websites such as **Gale Info Trac**, **LexisNexis**, and **EBSCO**, which provide verified first-hand accounts and interviews rather than simply Googling what they are looking for. Knowing a source has been deemed reputable automatically puts them ahead of the sourcing game!

11. The third type of source is an **online/print magazine or newspaper**.

While online print magazines do have the worst reputation when used for writing academic papers, there are a few that are considered reliable and unbiased to some degree.

A few of these, such as *The New York Times*, *TIME*, and *The Wall Street Journal*, are all relatively credible newspapers.

The Atlantic, *National Geographic*, *Forbes*, and the *Harvard Business Review* are all relatively credible magazines (though all do come with biases).

As a rule, stay away from Wikipedia (which can be edited by anyone and therefore contains little credibility or standard), Encyclopedia Britannica, and InfoPlease.com, all of which have a reputation for printing misinformation.

12. Share a few tips with students for them to remember:

*If you're unsure if your source is reputable, do a little digging! A few quick searches will usually point you in the right direction on this. And if you're still not sure, revisit your bank of *verified peer-reviewed journals*. It's always best to stick with those and eliminate wondering if your source is credible.

*As previously stated, you should be making notes using a compilation of *all* your sources! That means gathering information from three or more sources that lend themselves to what you are trying to argue or state.

*Take more notes than you think you'll need; it's always better to have too much research completed than not enough.

13. Pass out the "Independent Practice" activity. Review students' sources after they have completed the assignment. Discuss examples of credible sources versus examples of non-credible sources.

Independent Practice

Name: _____

Directions: Find three sources using the following prompt. Make sure to use one peer-reviewed journal, one first-hand account, and one magazine article or website. Your sources will be checked for accuracy and credibility. List the sources you use by source name, title, author, or information you have about the source at hand.

Prompt: **How is sexism portrayed in different types of media such as film, video games, and music?**

Source #1**Peer-reviewed journal**

Source #2**First-hand account**

Source #3**Online/print magazine or newspaper**
