

Top Score Writing's

EXPOSITORY/INFORMATIVE WRITING MINI-UNIT

THIS FREE
RESOURCE FOR
GRADES 9-12
INCLUDES:



☐	LEXILE-LEVELED text sets
☐	EIGHT LESSON PLANS
☐	EXEMPLARS
☐	STUDENT ACTIVITIES
☐	HOMEWORK
☐	EDITING CHECKLIST
☐	PROGRESS MONITORING

Directions:

- This mini-unit is intended to be completed over three weeks. It will require a 30- to 45-minute daily writing block. Please view this informational video before beginning:
- This mini-unit includes eight writing lesson plans, Lexile-leveled text sets, and corresponding student activities. There is also a checklist for students to use to self-assess their work and guide their revisions. Students' self-confidence as writers grows when they can see how much they have improved. Through positive experiences, a love of writing and increased motivation and engagement will emerge. You will be amazed to see how much growth can happen in just eight lessons.
- The objective of this mini-unit is for students to begin to learn how to plan and structure each paragraph of an informative or expository essay. The focus of these carefully selected lessons is to learn how to construct a thoughtful, organized response. This is the foundation of quality essay writing!
- In our full curriculum, our entire expository unit is comprised of 26 lessons. We have included the Table of Contents for our complete curriculum at the end of the "Teacher Packet." We invite you to review the sequence of lessons and imagine the continued growth your students would experience beyond the eight lessons in this mini-unit!
- At Top Score Writing, we believe one of the secrets to creating successful writers is monitoring their understanding on a day-to-day basis so teachers can *quickly* and *easily* make instructional decisions. Included in this mini-unit, you will find an "Informal Assessment Checklist." Here, you will be able to record students' understanding each step of the way. At a glance, you will know your class trends and each student's exact strengths and weaknesses.

Pacing:

Week 1

- Day 1-2 Planning (Lesson 23)
Day 3 Introduction (Lesson 25)

Week 2

- Day 4 Overview (Lesson 29)
Day 5 Quoting (Lesson 31)
Day 6 Paraphrasing (Lesson 32)

Week 3

- Day 7 Own Thoughts & Ideas (Lesson 34)
Day 8 Wrap-up (Lesson 36)
Day 9 Conclusion (Lesson 39)

Prep:

1. Teacher Packet - Print it in color if possible. Color-coding is a powerful instructional strategy used in most examples in our lessons.
2. Student Copies - Print student activity pages and text sets.



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CHECKLISTS

Ideas for Using Checklists During Writing Instruction

- Students can use checklists while they are writing to guide them.
- Students can use checklists to edit and guide revision after completing an entire essay.
- Students can use portions of the checklist as a quick daily self-assessment. For example, if writing an introduction paragraph for the day's activity, use the checklist after writing to quickly self-assess the introduction paragraph only.



Expository Checklist

Name: _____

Checking Your Paper

_____ 5 paragraphs

_____ Indent 5 times

I

_____ 4-5 sentences

_____ Hook

_____ Central idea and 3 topics

_____ Closing statement

T1

_____ Transitional word/phrase

_____ T sentence

_____ 4-6 sentences about A

_____ 4-6 sentences about B

_____ Transitions within paragraph

_____ W sentence

_____ 10-14 sentences

_____ 1-2 citations

Quote _____

Paraphrase _____

Own thought/idea _____

T2

_____ Transitional word/phrase

_____ T sentence

_____ 4-6 sentences about A

_____ 4-6 sentences about B

_____ Transitions within paragraph

_____ W sentence

_____ 10-14 sentences

_____ 1-2 citations

Quote _____

Paraphrase _____

Own thought/idea _____

T3

_____ Transitional word/phrase

_____ T sentence

_____ 4-6 sentences about A

_____ 4-6 sentences about B

_____ Transitions within paragraph

_____ W sentence

_____ 10-14 sentences

_____ 1-2 citations

Quote _____

Paraphrase _____

Own thought/idea _____

C

_____ Overview (summary) of the topic

_____ Restate 3 topics

_____ Thought or feeling about topic

_____ Ending sentence

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INFORMAL ASSESSMENT CHECKLIST

- Use this spreadsheet to informally assess students as they write.
- Circulate around the room as students are writing independently. Record which skills or parts of an essay students are struggling with and hold quick mini-conferences based upon your observations.
- Across the top of the checklist are the skills that may be included in each paragraph. For each skill, put an X if the student did not demonstrate mastery. Please note that for the introduction and conclusion paragraphs, students may structure their paragraphs in many ways. You will only put an X if that student did not write a clear and complete paragraph.
- The information recorded on this checklist can be used to monitor students' progress, form skill groups, and facilitate differentiated instruction.



Text Set:

Date:

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.

- 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.
- Read all three passages.
- 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.
- 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.
- 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
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T2 orthodontics	a. schooling	b. role
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T3 periodontics	a. schooling	b. role
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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 25*Introduction (“T”) Paragraph*

Today the students will be learning one way to write the “T” paragraph for an expository essay.

The introduction paragraph has 3-5 sentences. There are many different ways to write an introduction paragraph. The key is to make sure you introduce the central idea and topics that will be discussed in the essay.

Passage sets and prompts used in this lesson:

Branches of Government**Executive Branch****Judicial Branch****Legislative Branch**

Prompt: Write an expository essay about the three branches of the U.S. government. 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 three branches and the role that each branch plays in our governmental system. 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 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.

Model:

You will be modeling how to write an introduction paragraph with the “Branches of Government” passages today. Continue with the prompt you chose to plan for with this class.

**Please note: all examples included in this lesson are based on the advanced prompt.*

1. Write the following on the board:

“T” paragraph

- 1 Hook
- 2 Thesis (3 topics)
- 3 Closing Statement

2. Today we look at one way to write the introduction paragraph.
3. Let’s start with the first sentence. This is called your hook. This is where you want to “hook” your reader and catch their attention. If you start with a boring sentence, your reader is not going to be interested. There are many different types of hooks you can use when writing an expository essay.

Write on board:

Different Types of Hooks for Expository Writing:

- Question
- Strong statement about the topic
- Quote/paraphrase an interesting fact from the passages
- Anecdote

Make an anchor chart of the different types of hooks.

4. Let’s take a look at the passages, prompt and plan about “Branches of Government” that we worked on the other day.
5. Look at the prompt and review the different ways to write a hook. Remind students that they can ask a question in many different ways.
 - How much does a person really know about the roles of each branch of the U.S. government?
 - If the U.S. government is divided into three branches, how does each section work together to achieve common goals?
6. You could just make a statement about the topic you are about to write about.
 - While there are three branches of the U.S. government, together they make up a united governing body.

7. You could even paraphrase a fact or definition from the passages.
- “All three branches of government, the executive branch, the legislative branch, and the judicial branch, are located in Washington, D.C.”

I Branches of Government

T1 executive	a. role alone	b. role with another branch
T2 judicial	a. role alone	b. role with another branch
T3 legislative	a. role alone	b. role with another branch

C Branches of Government

8. Which hook do you want to use? (Pick one as a class and write it on the board/document camera.)
- ***When writing the “I” paragraph, make sure you are color-coding each sentence. For example, write the hook in red, the 3 topics sentence in blue, and the closing statement in green. This way students can visually see the three parts of the “I” paragraph.
9. The next sentence for “I” is the thesis statement. This is where we state our three topics. What are our three topics? (They should answer – ***executive branch, judicial branch, legislative branch.***)
10. Our second sentence will look something like this – ***The U.S. government, while a united governing body, is made up of three separate branches that perform individual but equally important tasks. These branches are the executive branch, the judicial branch, and the legislative branch.***
11. Our last sentence is called our closing statement. This is a general statement about our topic. Let me give you some examples:
- Without all three branches of government, the United States government would not be as successful and just as it is.
 - All three branches of government work together to provide this great country with a just system and fair leadership.
12. As a class, let’s decide what our closing statement is going to be. Now let’s put it all together and check it.
- Do we have a hook?
 - Did we state our thesis (3 topics)?
 - Do we have a closing statement?

Example introduction paragraph:

The United States government is known for being one of the most systematic and just governing bodies in the entire world. The U.S. government, while a united governing body, is made up of three separate branches that perform individual but equally important tasks. All three branches of government work together to provide this great country with a just system and fair leadership.

Guided Practice:

13. Hand out the “I” Paragraph worksheet titled “Work Together” in the left-hand corner.
14. Guide the students to complete an introduction for the “Dangerous Islands” passage set they read and planned for the other day. You will guide them by saying:
 - What sentence comes first in this type of introduction paragraph? (*hook*)
 - What kind of hooks can we use? (*refer to list on board*)
Now choose one type and create a hook for your paragraph.
 - What sentence comes next? (*thesis – 3 topics*)
 - What sentence is last? (*closing sentence*)

Work Together: Guided Practice

Name: _____

Directions: Circle the prompt your class has chosen to write about. Then write an introduction paragraph for the plan you previously created.

“I” Paragraph

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.

Write the introduction paragraph:

This image shows a blank 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.

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.

Document Camera

Name: _____

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!

Document Camera

Name: _____

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.

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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!

WRITING: LESSON 31*Quotes*

Today the students will learn how to use quotes in an expository essay.

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.

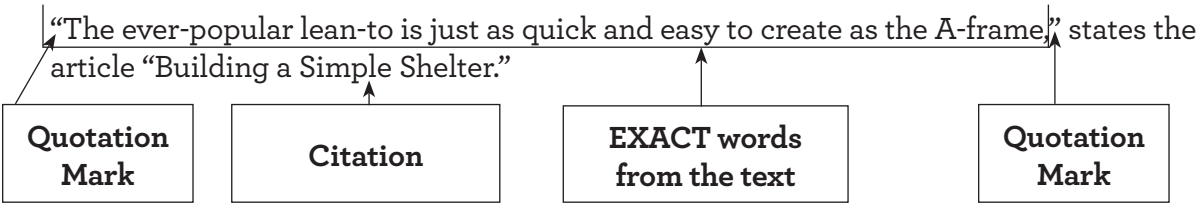
Model:

Continue with the camping prompt and plan you have previously chosen for your class.

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

1. Today we will be learning how to use quotes in our essay. Remember in Lesson 29, we reviewed 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 cite the source either before or after the quote. (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 Source 1: Building a Simple Shelter:

Building a Simple Shelter

1 Whether camping for fun or needing to survive in the wilderness, shelter is always a top priority. There are many different styles of shelters and different techniques you need to know to create them. These quick shelters can aid any adventurer needing to find a place to call home.

2 Ideally, a camper would come prepared with a tarp along with rope and stakes to secure the tarp. If this is the case, there are a few options for a tarp shelter. The easiest and most common are the A-frame tarp shelter and the lean-to shelter. Each of these, when done correctly, are the best defenders against the elements. The A-frame and lean-to can both be set up with as few as two anchor points. This means if a camper can find two trees and tie their rope to them, the job can easily be done.

3 For the A-frame shelter, the rope will need to be tied tightly between two trees. Then a camper will simply drape the tarp over the rope, pull the sides out to create a triangle, and secure the sides. The 30-degree slope of the sides of the tent will create a nice living shelter for a camper underneath. The downside of this shelter is that there is no floor, and if you haven’t tied the rope tightly enough between the trees, there could be sagging in the middle of the roof.

4 The ever-popular lean-to is just as quick and easy to create as the A-frame. Again, a camper will want to tie 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. The stakes will be placed in only two corners of this shelter. If the shelter is made correctly, the

shelter provides a great deflection for wind but also adequate sunshade. The downside of this shelter is that there is no floor and no sides, so it does little to protect a camper from rain or wet elements.

5 When tarps, ropes, and stakes aren’t an option, an adventurer will need to begin thinking about what steps to take for their overnight stay. In many cases, the wikiup will be a survival best bet. This lodge was typical in Native American cultures living in the southwest. When made correctly, a wikiup can block wind, rain, cold, and sun. It can be set up within an hour using a variety of materials. Start with three large prop sticks that are forked at the end. Then begin to set up other large sticks around them, creating a circle on the ground. As the larger sticks get closer together, fill the gaps with smaller and thinner sticks as needed. Eventually the gaps will be small enough to fill with other natural items such as grass, leaves, ferns, moss, pine needles, brush, or pine boughs. If a camper is putting up their natural shelter in a windy climate, another layer of brush, sticks, and twigs should be put on the outside to protect the vegetation, ensuring that it will not all blow away.

6 Whether camping or surviving in the elements, these shelters will serve a person well when they need to escape the wind, rain, cold, or sun!

Let's say we want to take a general quote from the text about A-frame and lean-to shelters. Find that section in the text (paragraph 2).

6. If we want to use an EXACT sentence as a quote in our essay, this is what it would look like: (Underline sentence in text.)

According to the article "Building a Simple Shelter," "The easiest and most common are the A-frame tarp shelter and the lean-to shelter."

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

Citation – 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. Make sure your punctuation is INSIDE the quotation marks.
9. Model another example (Building a Simple Shelter – paragraph 1, sentence 1). Tell students they are going to write the quote and then the source. It is important not only to mix up parenthetical citations and EBT but also where the citation is in the sentence in relation to 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 the citation should be very specific and therefore the article title, source, author, etc. should be included. Article titles, authors, and sources should be capitalized (as it is written at the top of the article).

Your end result should look something like this:

"Whether camping for fun or needing to survive in the wilderness, shelter is always a top priority" (Building a Simple Shelter).

10. Highlight the citation, quotation marks, and quote in different colors so that students can see opening AND closing quotation marks and that everything inside of the quotation marks is directly copied from the article.

Highlighter example:

Citation – yellow

Exact words – pink

Quotation marks – green

Independent Practice:

11. Pass out the “Independent Practice” worksheet to students. Explain to students:
 - In the middle paragraphs, they have to include 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 the way they name the source as well as where they place it with the quote. They can put the source before or after the quote. They can use EBT or parenthetical citations. Emphasize that they need to mix these up so the quotes don’t seem repetitive.

Do number 1 with the students.

Independent Practice number #1 example answers:

- “The ever-popular lean-to is just as quick and easy to create as the A-frame” states the article “Building a Simple Shelter.”
- According to page 29, paragraph 4, “If the shelter is made correctly, the shelter provides a great deflection for wind but also adequate sunshade.”

Quiz:

12. Hand out the quiz.

Independent Practice

Name: _____

Directions: Write a quote from the articles about each topic.*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

1. Write a quote about a lean-to shelter.

2. Write a quote about an A-frame shelter.

3. Write a quote about types of insect repellent.

Quiz

Name: _____

Directions: Write a quote from the articles about each topic.

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**

1. Write a quote about insect repellent.

2. Write a quote about a synthetic insect repellent.

3. Write a quote about some of the most beautiful campsite locations.

WRITING: LESSON 32*Paraphrasing*

Today the students will learn how to paraphrase information from the text and use it in an expository essay.

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.*

Model:

Continue with the camping prompt and plan you have previously chosen for your class.

**Please note all examples included in this lesson are based on the advanced prompt.*

1. Today we are going to be learning how to paraphrase and then use it in our expository essays.
2. We have worked on quotes. Quotes are where we take the EXACT words from the text.
3. *Paraphrasing* is when we express the author's intended meaning or idea in our own words.
4. We can paraphrase a whole paragraph, paraphrase a couple of sentences, or even just one sentence.
5. Rules for paraphrasing:
 - You must cite where you got the information from.
6. Let's look at the article titled "Building a Simple Shelter."

Building a Simple Shelter

1 Whether camping for fun or needing to survive in the wilderness, shelter is always a top priority. There are many different styles of shelters and different techniques you need to know to create them. These quick shelters can aid any adventurer needing to find a place to call home.

2 Ideally, a camper would come prepared with a tarp along with rope and stakes to secure the tarp. If this is the case, there are a few options for a tarp shelter. The easiest and most common are the A-frame tarp shelter and the lean-to shelter. Each of these, when done correctly, are the best defenders against the elements. The A-frame and lean-to can both be set up with as few as two anchor points. This means if a camper can find two trees and tie their rope to them, the job can easily be done.

3 For the A-frame shelter, the rope will need to be tied tightly between two trees. Then a camper will simply drape the tarp over the rope, pull the sides out to create a triangle, and secure the sides. The 30-degree slope of the sides of the tent will create a nice living shelter for a camper underneath. The downside of this shelter is that there is no floor, and if you haven't tied the rope tightly enough between the trees, there could be sagging in the middle of the roof.

4 The ever-popular lean-to is just as quick and easy to create as the A-frame. Again, a camper will want to tie 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. The stakes will be placed in only two corners of this shelter. If the shelter is made correctly, the

shelter provides a great deflection for wind but also adequate sunshade. The downside of this shelter is that there is no floor and no sides, so it does little to protect a camper from rain or wet elements.

5 When tarps, ropes, and stakes aren't an option, an adventurer will need to begin thinking about what steps to take for their overnight stay. In many cases, the wikiup will be a survival best bet. This lodge was typical in Native American cultures living in the southwest. When made correctly, a wikiup can block wind, rain, cold, and sun. It can be set up within an hour using a variety of materials. Start with three large prop sticks that are forked at the end. Then begin to set up other large sticks around them, creating a circle on the ground. As the larger sticks get closer together, fill the gaps with smaller and thinner sticks as needed. Eventually the gaps will be small enough to fill with other natural items such as grass, leaves, ferns, moss, pine needles, brush, or pine boughs. If a camper is putting up their natural shelter in a windy climate, another layer of brush, sticks, and twigs should be put on the outside to protect the vegetation, ensuring that it will not all blow away.

6 Whether camping or surviving in the elements, these shelters will serve a person well when they need to escape the wind, rain, cold, or sun!

7. Take a look at paragraph 5 and read it to yourself. This paragraph is about the Native American wikiup. We know that if we wanted to write a quote, we could just “steal” the exact words and write them down. Paraphrasing is different. We have to take the information and make it our own.

Paraphrase example of the first five sentences of paragraph 5:

The wikiup, which is a traditional Native American shelter, can be easily set up using sticks, moss, grass, or objects found in nature. This shelter will protect against the sun, insects, and other elements.

Point out to students that we took a whole section of text from the passage and paraphrased it into two sentences.

Now we must add a citation to the paraphrasing. I am going to add EBT and the title.

According to the article “Building a Simple Shelter,” the wikiup, which is a traditional Native American shelter, can be easily set up using sticks, moss, grass, or objects found in nature. This shelter will protect against the sun, insects, and other elements.

8. Let’s look at the passage titled “Starting a Simple Fire.” Read paragraph 10.

Starting a Simple Fire

7 Throughout history and literature, fire has stood for many things. In the wilderness, though, none of that matters because fire only stands for one thing: survival. The ability to start a fire provides a stranded explorer with a lifeline to light, warmth, protection, and a place to cook food. With the many benefits and the likelihood of being stranded overnight at least once in a fervent hiker’s life, every wilderness explorer should know how to build a simple fire.

8 Create Your Firebed

If you can, find a campsite with a designated fire area and set up camp there. In many instances, however, stranded hikers cannot find such a place, in which case they will need to make their own firebed. Always consider safety first, as you would not want to start a wildfire. Choose a site that is away from any trees, bushes, or other plants including grass – dead or alive. When you have chosen a place away from plants, on dirt or rocks where nothing is growing, it’s time to make the firebed itself. You’ll want to gather up a pile of dirt in the direct center of your cleared area and form this into a platform about three inches thick.

9 Now it’s time to think about how you’re going to arrange the sticks. One popular and sturdy choice is the log cabin fire lay. Think of yourself as playing Lincoln Logs, stacking four sides into a log cabin of sorts.

10 Gathering Tinder, Kindling, and Wood

Tinder, kindling, and wood are the three materials you will need to get a roaring fire started, but it will be important to remember that the process takes time and patience. You will want to start small and build your small fire up until it’s grown. Tinder comes first and consists of anything that will catch fire easily. This might be dry leaves, dry bark, dead grass, or even some fluffy fungi depending on the environment you’re in. Some experienced hikers bring dryer lint for this purpose in case it has recently rained and they cannot get dry tinder from the ground around them.

11 From there, you will need to move onto something with a little more substance that will last a bit longer. You won’t be able to move directly to logs because they will smother the small flames and the fire will die out. You will need some small, thin twigs or branches to use first. These twigs and branches should be about as thick as a pencil. This is called kindling, and it will help your fire gain strength for the fuelwood.

Paraphrase example of paragraph 10:

Tinder and kindling, which can be anything that catches fire easily and is used to get a fire going, can be in the form of dry grass, bark, fungi, or even dryer lint brought from home!

9. Remember, we do not use quotation marks because we are not writing the EXACT words. In paragraph 10, I paraphrased the information into my own sentence using my own words.

Now we must cite the information we are paraphrasing. I am going to use a parenthetical citation.

Tinder and kindling, which can be anything that catches fire easily and is used to get a fire going, can be in the form of dry grass, bark, fungi, or even dryer lint brought from home (Starting a Simple Fire).

Guided Practice:

10. Pass out the “Guided Practice” worksheet.

Let’s try paraphrasing together. Read paragraph 15 of the “Campgrounds on the Coast” passage. Read that section to yourself. Now think about how you can paraphrase that information and make it your own.

Remember:

**No quotation marks

**Cite the source (author, title, source, or page/paragraph number)

**Mix up where you put the citation (before or after the paraphrase)

**You may use EBT or parenthetical citations

11. As students paraphrase, encourage them to check that they are using their own words and not copying what the article says.

Example answers:

- 1) One of the most beautiful campsites is located in Maine at Blackwood’s Campground inside of Acadia National Park, which is famous for its unique rock formations (Campgrounds on the Coast).
- 2) The article “Campgrounds on the Coast” says that Blackwood’s Campground in Maine has rock formations that attract many campers in search of a unique setting.

Independent Practice:

12. Pass out the “Independent Practice” worksheet. Students can also complete this assignment at home if necessary. No passages are needed.
13. Circulate and assist students as needed.
14. Review answers at the end. Point out both examples and non-examples. Model revising the non-examples.

Guided Practice

Name: _____

Directions: Paraphrase the information in each example. Remember to cite the source.

The following passages will be used in this activity:

Campgrounds on the Coast**1. Paraphrase information about Blackwood's Campground.**

2. Paraphrase the information about T.H. Stone Memorial at St. Joseph Peninsula State Park.

Independent Practice/Homework

Name: _____

Directions: Paraphrase the information in each example. Remember to cite the source.

#1

Article Title: Starting a Simple Fire

“If you can, find a campsite with a designated fire area and set up camp there. In many instances, however, stranded hikers cannot find such a place, in which case they will need to make their own firebed.”

#2

Article Title: Building a Simple Shelter

“Ideally, a camper would come prepared with a tarp along with rope and stakes to secure the tarp. If this is the case, there are a few options for a tarp shelter.”

WRITING: LESSON 34*Own Thoughts and Ideas*

Today the students will learn how to write their own thoughts and ideas in an expository essay.

Passage sets and prompts used in this lesson:

When Your Body Attacks**Celiac Disease****Rheumatoid Arthritis****Giant Cell Myocarditis**

*Prompt: **Write an expository essay about autoimmune diseases. 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 detailing how the human body can be affected by autoimmune diseases. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.***

Model:

Continue with the autoimmune diseases prompt and plan you have previously chosen for your class.

**Please note all examples included in this lesson are based on the advanced prompt.*

1. Review – the middle paragraph A and B sentences are now going to include quotes, paraphrases, and own thoughts and ideas. Over the past few days, we have learned about quotes and paraphrases.
2. Today we are going to learn how to write our own thoughts and ideas as part of our A and B sentences.

Teacher note: on the B.E.S.T. rubric, own thoughts and ideas is referred to as original student writing.

3. It may sound easy to put our own thoughts and ideas into our writing, but we have to be careful and make sure these thoughts and ideas are about the topic and support the topic. For example, if we are writing an essay about the Constitution, we do NOT want our own thought/idea to be “The U.S. Constitution is cool.” That has nothing to do with the topic!

4. Your thoughts and ideas should SUPPORT your paraphrases and quotes. Try to put a thought/idea after a quote or paraphrase and make your thought/idea about that quote or paraphrase.
5. Your own thought/idea should be at least two sentences.
6. Let me show you an example:

“Many autoimmune diseases cause overactivity from the immune system and end up wreaking havoc on a person’s body” (When Your Body Attacks). This means that a person’s body begins to react in various ways, causing multiple symptoms and issues, as a result of the over-stimulation of a person’s immune system.

**The blue sentence is information I quoted from the article.

**The pink sentence is my own thought/idea ABOUT THAT QUOTE.

7. Here is another example:

The article “Celiac Disease” explains how celiac disease is an autoimmune disease that affects the way a person ingests gluten and affects a person’s small intestine causing antibodies to attack the lining of the small intestine. Celiac disease is genetic, and people with celiac disease must adhere to a gluten-free diet. As a result, people with celiac disease who do not follow a strict bread or wheat-free diet will face serious health issues such as rapid weight loss and digestive repercussions. Failing to follow these dietary guidelines will affect a person’s health and the way they generally feel. Therefore, it is always recommended that people with celiac disease treat this illness seriously and with precaution.

**The green sentence is evidence I paraphrased from the article.

**The pink sentence is my own thought/idea ABOUT THE PARAPHRASED INFORMATION.

8. You do not have to have a thought/idea after every quote and each time you paraphrase, but you do need to have a balance between text evidence and own thoughts and ideas. Text evidence includes quotes and paraphrases.
9. Let’s look at the color-coded essay using the “Modeling” page. Look at the balance of text evidence vs. own thoughts and ideas. Remember, text evidence includes quotes and paraphrases. Notice that I put my own thoughts and ideas AFTER quotes and paraphrases. Not every time, but often. All of my thoughts and ideas are ABOUT the quote or paraphrase before it.
10. You DO NOT cite when putting your own thought/idea. You also DO NOT take words from the text. These are just YOUR thoughts and ideas about the text.

(Go through the essay and point out own thoughts and ideas. Show students how they come after quotes and paraphrases. Also, point out how the own thought/idea is about the quote or paraphrase before it. Make sure students realize each own thought/idea is at least two sentences long. Emphasize the balance of colors and that one color isn't completely overwhelming the essay.)

11. Hand out the “Independent Practice” assignment.

Example answers:

1. Here, the author means that the body will slowly begin to break down as a result of this overactivity. This breakdown could result in long-term health issues.
2. While some people see it is a fad diet, it is actually a very serious autoimmune disease with life-threatening implications if not treated properly. Therefore, if people with celiac disease do not adhere to the guidelines, life-threatening effects could occur.

Modeling

Name: _____

Many Americans live with debilitating, often life-threatening diseases that the general public knows very little about. These diseases are, in fact, all characterized by one common factor: they attack an individual's immune system. Autoimmune diseases can cause afflicted persons incredible amounts of pain, or even lead to premature deaths in some individuals. Unfortunately, the diagnosis and recognition of these diseases, though increasing in recent years, is often left unknown and untreated. However, through research and information, the management of autoimmune diseases is possible. While living with autoimmune diseases can be difficult, medical advancements are constantly being made to treat and even lead to permanent remission of autoimmune diseases, allowing afflicted people to live happier, pain-free lives.

To begin with, autoimmune diseases can be so severe that they often lead to a life of pain or even premature death as a result of being untreated. A person living with rheumatoid arthritis (RA), for example, may live a lifetime not knowing they have RA, often mistaking some of the experienced pain as carpal tunnel syndrome, thereby causing years of prolonged pain and irreversible joint damage (When Your Body Attacks). Because rheumatoid arthritis can mimic other illnesses, a person might not know that they have RA, which attacks a person's joints or in between the joints, such as the "cartilage and a membrane known as synovium" (Rheumatoid Arthritis). This leads to a debilitating pain that disallows joints to move fluidly and causes severe inflammation and swelling. Therefore, if a person has rheumatoid arthritis and is misdiagnosed with another illness, they may not engage in the proper treatment to correct the pain of rheumatoid arthritis. As a result, a person living with RA might feel that treatment is not effective, thereby living a whole life in pain and suffering instead of addressing the true problem at hand. Not only do some autoimmune diseases cause severe pain, several lead to premature death as well. For example, giant cell myocarditis (GCM), a "fast-moving and fatal autoimmune disease" (Giant Cell Myocarditis), is identified only through a heart biopsy. This means that very invasive measures must be taken to diagnose GCM, and if a person does not take these measures swiftly, the repercussions could be deadly. Like RA, however, GCM presents like another less-serious disease. Often, GCM is diagnosed as cardiac sarcoidosis (page 23, paragraph 19), a disease that does not have the same implications as GCM, which often requires a heart transplant for survival. Therefore, if a person is diagnosed with another disease when GCM is their actual affliction, their chances of survival might be much less. While both RA and GCM are dangerous autoimmune diseases, one results in serious pain while the other often results in loss of life.

Not only do autoimmune diseases often lead to pain or death, but they are also very difficult to diagnose and often receive little attention or recognition from the medical community or public. Celiac disease, for example, is one of the most misdiagnosed autoimmune diseases of this kind. While people often see a gluten-free diet as a fad diet or a way to lose weight, it is a necessity for people with celiac disease, a hereditary disease that affects family members and is often passed multiple times down the line of familial genes (Celiac Disease). Though this disease is genetic and should be well-known by the public, the growing popularity of eating a gluten-free diet often shields celiac disease from obtaining the recognition it deserves. While "one out of every 100 people have an issue ingesting gluten" (Celiac Disease), people have regarded cutting gluten out of their diets as simply a healthy

way of living when that's not the issue with celiac disease at all. In actuality, celiac disease can lead to serious damage to the small intestine, which is necessary for future health and digestion. As a result of this fad mentality, the public often treats a gluten-free diet simply as a way of life, rather than a necessary step in managing celiac disease. Unlike celiac disease, which is disregarded as a lifestyle rather than a serious autoimmune disorder, vasculitis "occurs when the immune system begins to attack and cause damage to blood vessels in the body" (When Your Body Attacks). Because it can present anywhere in the body and contains a vast array of symptoms, it is very hard to detect and often lives long periods in individuals without detection. As a result, in quite the opposite fashion to celiac disease, vasculitis gets very little recognition and is often mistreated before it is treated properly. While both celiac disease and vasculitis are serious autoimmune disorders, they are both disregarded for different reasons: while one has a stigma of being something it is not, the other is mysterious to doctors and individuals alike.

Finally, although autoimmune diseases can seem hopeless, there is the possibility for treatment and even remission for most illnesses. In terms of management, type 1 diabetes mellitus can be managed with regular insulin injections (When Your Body Attacks). Although these injections are optimal, the frequency and pain of them may impede with regular activities. However, these injections are necessary for survival and should not be overlooked. This means that while the disease can be easily managed, a failure to actively manage type 1 diabetes mellitus could result in death. Likewise, rheumatoid arthritis can be managed by a "variety of shots...to help the linings of the affected joints including a specialty steroid, or other medications that reduce immune-system activity" (When Your Body Attacks). Therefore, once a RA diagnosis is complete, a person may choose which form of treatment would best serve his/her needs and lifestyle. Subsequently, sometimes an autoimmune disease can not only be treated, but it can also be treated to the point of permanent remission. For example, it is known that certain treatments, such as intestine removal, are successful in treating Crohn's disease on a permanent basis. While most doctors do not consider this treatment a cure, the individual who undergoes this procedure may not feel the effects of Crohn's disease any longer. In the case of giant cell myocarditis, while a possibly fatal condition, a heart transplant removes the diseased heart in its entirety, making GCM an issue for the individual no longer. As a result of advancing medical treatments, many people living with painful or dangerous autoimmune disorders are finding relief or even cured to live a happier, healthier life.

In conclusion, autoimmune diseases, which attack an individual's immune system, can cause significant pain or even lead to death. While several autoimmune diseases are considered hidden diseases in that they are not easily visible and not recognized or swiftly diagnosed, there are ways to successfully manage most autoimmune diseases and even reach permanent remission. As a result of no hard-and-fast cure, most doctors focus on "reducing immune system activity as opposed to curing the diseases" (When Your Body Attacks).

Independent Practice

Name: _____

Directions: Read the evidence from the “Autoimmune Diseases” passage set. Write your own thought or idea in response to the information from the text. Your own thought or idea should be at least two sentences long.

- 1. The article “When Your Body Attacks” states, “Many autoimmune diseases cause overactivity from the immune system and end up wreaking havoc on a person’s body.”

- 2. The article “Celiac Disease” discusses how celiac disease is much more than simply a “gluten-free diet.”

WRITING: LESSON 36*Wrap-Up (“W”) Sentence*

Today you will be teaching the students how to write the Wrap-Up or “W” sentence in an expository essay.

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.

Model:

This lesson will continue with the camping essay. Continue with the plan and prompt you had previously chosen.

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

1. Explain to students that today they will be learning about the “W” sentence. This is the **W**rap-Up sentence. They are wrapping up the end of the paragraph. This is the last sentence in the T1, T2, and T3 paragraphs. So now there are 10-14 sentences in those paragraphs: T, 4-6A, 4-6B, W.
2. In your middle paragraphs, you will write a sentence at the end of the paragraph which summarizes the information that has been presented. This is the wrap-up sentence. You can think of a wrap-up sentence as a topic sentence in reverse. The wrap-up sentence can also connect the topic of one paragraph to the topic of the next paragraph. This will show the reader the relationship between the topics being discussed in the middle paragraphs.
3. The purpose of the wrap-up sentence is to wrap up the paragraph and bring all the ideas back together.

4. You can understand the wrap-up sentence with this example. Consider a hamburger that you can buy at a fast-food restaurant. A hamburger has a top bun, meat, cheese, lettuce, and other condiments in the middle of the hamburger, and a bottom bun. Note how the top bun and the bottom bun are very similar. The top bun, in a way, is like a topic sentence, and the bottom bun is like the wrap-up sentence.
5. Let's use the T1 paragraph example we have been using about camping. Review the plan with students.

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

Let's take a look at the T1 paragraph:

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. 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 you can see, we have our "T" sentence, 4-6 sentences about A, and 4-6 sentences about B. The last sentence we are adding is located at the very end of the paragraph.

In this paragraph, we are talking about how to build shelter, specifically an A-frame shelter and a lean-to shelter.

When we write our "W" sentence, we want to say the same thing USING DIFFERENT WORDS.

Here is an example:

However, if you don't have the money for a tent or the time and patience, an A-frame shelter or a lean-to shelter will do the job, too.

Here is our whole paragraph – (T, 4-6A, 4-6, W) **Show under the document camera.

*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. 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! **However, if you don't have the money for a tent or the time and patience, an A-frame shelter or a lean-to shelter will do the job, too.***

6. Now let's try T2: **Show under the document camera.

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. Additionally, you will need to form a platform in the center of where your fire will be built and arrange the sticks over it. 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 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. Just make sure you have enough wood. You'll always need more than you think you'll need!

Do you see the "T" sentence (red), 4-6A sentences (blue), and the 4-6B sentences (green)?

Now we have to write the "W" sentence. Remember...what is our topic? **Building a fire!** So, let's wrap it up.

The “W” sentence should say:

Ensuring that you know how to build a fire will make your camping experience even that much more rewarding.

The whole T2 paragraph should now look like this: **Show under document camera.

*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. Additionally, you will need to form a platform in the center of where your fire will be built and arrange the sticks over it. 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 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. Just make sure you have enough wood. You’ll always need more than you think you’ll need! **Ensuring that you know how to build a fire will make your camping experience even that much more rewarding.***

We now have 10-14 sentences! (Please make anchor chart below.)

T1, T2, and T3 Paragraphs

- Topic Sentence
- 4-6 Sentences about A
- 4-6 Sentences about B
- Wrap-Up Sentence

Independent Practice:

7. Hand out the “Independent Practice” activity.
8. Have students complete and then share their “W” sentences with the class.
9. Review great examples and non-examples.

Independent Practice

Name: _____

Directions: Write the Wrap-Up (“W”) sentence for this paragraph.

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 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. 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 these 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.

WRITING: LESSON 39*Conclusion “C” Paragraph*

Today students will be learning two ways to write the conclusion paragraph for an expository essay. Like the introduction paragraph, there are many different ways to write the conclusion paragraph. Today students will learn how to write a simple conclusion using 3-4 sentences.

Passage sets and prompts used in this lesson:

Branches of Government**Executive Branch****Judicial Branch****Legislative Branch**

Prompt: Write an expository essay about the three branches of the U.S. government. 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 three branches and the role that each branch plays in our governmental system. 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 with the “Branches of Government” passage set and the prompt/plan you have been using to model.

1. Today we will be learning two ways to write the conclusion paragraph for an expository essay. Write the two ways on the board and make an anchor chart.

Example anchor chart:

Ways to write the conclusion paragraph	
Overview (summary) of the topic	
Restate 3 topics	
Thought or feeling about topic	
Ending sentence	
OR	
Overview (summary) of the topic	
3 Topics (2-3 sentences)	

2. Review the following example conclusion paragraph with students.

I Branches of Government

T1 executive

a. role alone

b. role with another branch

T2 judicial

a. role alone

b. role with another branch

T3 legislative

a. role alone

b. role with another branch

C Branches of Government

Example Conclusion paragraph #1

While all three branches of government are needed to execute a well-run government, all three exhibit individual roles as well. While the executive branch is the highest level of government, the judicial branch is responsible for interpreting the laws that the legislative branch creates. Together, all three branches of government are what make the United States of America's government just. This is what makes the USA a desirable place to live.

Key:

Overview (summary) of the topic

Restate 3 topics

Thought or feeling about topic

Ending sentence

Example Conclusion paragraph #2

While all three branches of government are needed to execute a well-run government, all three exhibit individual roles as well. The executive branch is the highest level of government. The duty of the judicial branch is to interpret the laws that are created by the legislative branch.

Key:

Overview (summary) of the topic

3 Topics (2-3 sentences)

3. Explain each sentence and how to write it:

Overview (summary) – give a one-sentence overview/summary of the entire essay. You are just simply restating the topic. Start with a conclusion transition.

Restate your 3 topics sentence – simply tell your reader the 3 topics in your essay. You want to name those 3 topics like you did in the introduction, just in a different way.

Thought/feeling sentence – tell your reader what you think about your topic, how you feel about your topic, or how the topic makes you feel.

Ending sentence is your last chance to make an impact on the reader – be creative! Make the reader think!

Guided Practice:

4. Do another example with students this time using the second option on the anchor chart for how to write a conclusion paragraph.
5. Pass out the “Guided Practice” worksheet.
6. The first thing we need to write for this type of conclusion paragraph is a summary of our topic!
7. On your sheet, write a brief overview of what this essay is about. Remember, the prompt said to write about dentistry. The overview should be more than one sentence long!
8. Allow students a few minutes to write their summaries and then share examples. Choose one summary and write it on the board.
9. We need to write our thesis (3 topics) next. We need to remember to split these topics into 2-3 different sentences. Let’s add details and descriptions to make these sentences interesting. We do not want to write short, choppy sentences!

10. Allow students to add the 3 topics to their conclusion paragraphs. When they are finished, share examples. Add 2-3 sentences listing the 3 topics to the conclusion paragraph on the board.

Example Conclusion paragraph

While a career in dentistry may only appeal to a small number of college graduates, many students aren't aware of the multiple specialties that dentists can enter upon graduation. Though most students are aware of general dentistry and the schooling needed for this practice, others are unaware of more specialized types of dentistry. These include the lucrative fields of orthodontics and periodontics, both of which require extra schooling for more specific training in these fields.

Key:

Overview (summary) of the topic

3 Topics (2-3 sentences)

11. Discuss with students that today they learned how to write the conclusion paragraph in two different ways. Review the two different structures of setting up a conclusion paragraph. Remind them that conclusion paragraphs can be structured in many different ways.

Independent Practice:

12. Have students complete the conclusion paragraph for their "Dangerous Islands" passage set plans. Pass out the "Independent Practice" worksheets and allow students to complete on their own.

Guided Practice

Name: _____

“C” Paragraph

Directions: Use the prompt and the plan below to write the conclusion paragraph.

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.

Plan:

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

Conclusion paragraph structure

- Overview (summary) of the topic
- 3 Topics (2-3 separate sentences)

Write the “C” Paragraph:

Independent Practice

Name: _____

Directions: Use the prompt and the plan below to write the conclusion paragraph.

“C” Paragraph

Passage sets and prompts used in this lesson:

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

- | | | | |
|----|-------------------|-------------|---------------------|
| 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 | | |

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.

Write the “C” Paragraph:



The Most Dangerous Islands on Earth

1 Some islands just weren't made for visitors. In fact, there are many islands around the world where tourists are strictly prohibited from visiting. As it turns out, the risks of visiting these desolate places don't outweigh the advantages. On these dangerous islands, animals take charge and the only humans allowed to witness it all are members of the military or scientists specifically trained to combat the threats at-hand. While each island has its own deceptive beauty, each one also has a terrifying secret. From human-hungry crocodiles to lethal snakes, nuclear radiation, and sharks, these are places no tourist would dare to visit.

2 Ilha de Queimada Grande

This island isn't known for its beauty or the sparkling blue waters that surround it. Instead, Ilha de Queimada Grande is known as being one of the world's deadliest islands. Commonly known as Snake Island, it's the only home on Earth to this endangered species of snake – the golden lancehead viper. Located approximately 90 miles off the coast of Brazil, the island is said to house between 2,000 and 4,000 snakes. The island is so small in size that it averages about one deadly snake per square foot.

3 Farallon Islands

Just 25 miles off the shores of San Francisco, California, is a group of other deadly islands that are off limits to people. The only people who are allowed there are scientists trained to work in the unsafe conditions. The field research station houses a few of these conservation scientists at a time, but they are unable to stay for extended periods of time. On these islands and below their waters, there is said to be more than 47,800 drums of radioactive waste. The most terrifying part of the island oasis is that the exact location of the containers is still unknown, as are the potential hazards to the environment.

4 Enewetak Atoll, Marshall Islands

Another radioactive site lies just to the west of Bikini Atoll in the Marshall Islands. Enewetak Atoll was taken over by the U.S. at the end of World War II. The Navy evacuated all residents living on the island in order to perform nuclear tests. After the evacuation, over 43 nuclear tests were fired off. Today, most of Atoll still isn't fit for humans to live due to the high levels of contamination of nuclear waste and radioactivity. It is, however, slated to be safe for humans by 2027.

5 Australia

Though this island might not seem dangerous, Australia houses some of the most venomous creatures alive, as well as some of the most powerful. Snakes, spiders, crocodiles, and octopuses may seem like ordinary animals, but when you put them together on the same island, no one can be totally safe. The saltwater crocodiles are the most powerful and deadly of their kind, weighing in at 2,000 pounds per beast with powerful jaws. They are the most likely genus of crocodile to eat humans. Octopuses are also a hazard to swimmers in the Australian waters. One bite from a blue-lined octopus could mean paralysis in a few short minutes, followed by heart failure.

"The Most Dangerous Islands on Earth" written for educational purposes.



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.

"Snake Island" written for educational purposes.



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.

“Disaster on Ramree Island” written for educational purposes.



Career as a Dentist

1 If you have ever thought of being a dentist, did you know that you need a separate license for each state within which you would like to work? Dentists usually must have a Doctor of Dental Surgery (DDS) or Doctor of Medicine in Dentistry/Doctor of Dental Medicine (DMD) degree from an accredited dental program and having passed written clinical exams. Some dentists must have additional training if they practice in a specialty area, and they must complete postdoctoral training.

Education

2 Before going to dentistry school, you must first complete your undergraduate program and receive your bachelor's degree. In addition, most dental programs require that applicants have completed certain science courses, such as biology or chemistry. There is no specific undergraduate major that is required, although programs may prefer applicants who major in biology. Once your undergraduate degree is complete, you will need to take a Dental Admission Test in order to enter a dental school. A dental school will decide whether or not to accept you into the program based upon a few factors:

- Dental Admission Test score must be high enough
- Undergraduate grade point average (GPA) must be high enough
- Positive interviews and recommendations by others

Once you are accepted into a dental school and follow through with the plan of becoming a dentist, your coursework will include subjects such as local anesthesia, anatomy, periodontics and even radiology. Along with academic study throughout dental school, you will also complete clinical experience which allows you to work directly with patients under supervision of a licensed dentist.

What do Dentists Do?

3 So what exactly does a dentist do, and what qualities should a dentist have for their work environment and for working with patients? Dentists diagnose and treat problems with patients' teeth, gums, and related parts of the mouth. As a dentist, you will provide your patients with advice and instruction on how to take care of those areas based upon diet choices as well as personal hygiene habits of oral health.



Dentists have a variety of duties that help with the oral hygiene of their patients. The duties are as follows:

- Tooth repair and the removal of tooth decay.
- Place sealants or whitening agents on teeth.
- Examine x-rays of teeth, gums, and jaws to help diagnose problems that may occur.
- Teach patients about diets, flossing, how to care for their oral hygiene, and other aspects of dental care.
- Dentists should know how to use a variety of equipment, x-ray machines, drills, mouth mirrors, probes, forceps, brushes, scalpels, and other technologies needed for assistance when caring for their patients' teeth.

Job Outlook

4 Employment of dentists is projected to grow 7% from 2018 to 2028 and is said to be the fastest growing occupation.

"Career as a Dentist" written for educational purposes.



Orthodontist

5 An orthodontist is a dentist with a specialty skill when services such as braces and retainers are needed to help prevent dental problems, straighten teeth, and correct bite issues. An orthodontist has a duty to educate their patients on how to correctly take care of their oral hygiene when there are braces attached to their teeth. Orthodontists make models and measurements for braces as well as provide repairs and routine maintenance on their patients' teeth when braces are in place.

Education

6 The first step in becoming an orthodontist is to earn a bachelor's degree in a program that focuses on the basic and biological sciences. After graduating, you will take a Dental Admission Test in order to be eligible to be admitted into a dentistry program. The dentistry program will include two years of residential practice working with patients under the supervision of a senior orthodontist. General dentistry programs are four years in length. After completion of the program, you will need to get your Doctor of Dental Medicine Degree. You will then need to pass the National Board Dental Examination, which is a written clinical examination enabling you to get your license through your state board of dentistry.

What do Orthodontists Do?

7 Orthodontists are experts in the shape of the mouth, jaws, and face. There are a lot of responsibilities involved with this level of specialized dentistry. The duties of an orthodontist include but are not limited to:

- Examining patients' mouths for concerns and issues leading to specialty services.
- Assessing abnormalities in the mouth, teeth, and jaws.
- Using diagnostic tools, such as x-rays and molds of the teeth.
- Diagnosing problems originating in the face and mouth.
- Recommending and monitoring progress of corrective treatment.
- Staying up-to-date on the technological advancement of corrective appliances for the teeth and jaws.

Job Outlook

8 The job demand for orthodontists, as well as general dentists, is very high for our population. As dental technology develops, the ability to treat early signs of major dental issues empowers medical professionals like orthodontists to do more with greater accuracy.

"Orthodontist" written for educational purposes.



Periodontist

9 Periodontists are dentists with a specialty skill who provide services to patients having gum diseases and treating oral disorders of the mouth and gums. As a periodontist, you will not only treat patients having oral disorders but issues concerning the surrounding jaws in the mouth as well. Work performed can be surgical or non-surgical procedures for patients.

Education

10 In becoming a periodontist, the start of the process is very similar to the education needed by a general dentist. You will need to obtain your bachelor's degree from a four-year college and then take your Dental Admission Test in order to be qualified to be admitted into a dentist program. The dentistry program will include two years of residential practice during which you will diagnose and treat patients in various specialties, including periodontics and pediatric dentistry. You will then need to pass the National Board Dental Examination, which is a written clinical examination that enables you to get your license through a state board of dentistry. Additionally, you could choose to become certified by the American Board of Periodontology, but you must make sure you qualify by earning a dental degree and completing your periodontics education program.

What do Periodontists Do?

As a periodontist, you should demonstrate excellent interpersonal skills and remain up-to-date with the latest treatment methods and development. A few responsibilities of a successful periodontist are as follows:

- Provide accurate and precise treatment plans for patients needing work.
- Resolve gum issues such as gum sensitivity, providing implants, and performing cosmetic surgical procedures.
- Possess physical stamina, problem-solving skills, and be detail-orientated.

Job Outlook

11 The U.S. Bureau of Labor Statistics (BLS) projects an employment growth rate of 9% from 2014 to 2024 for dentists whose area of specialization includes periodontics.

"Periodontist" written for educational purposes.



Branches of Government

1 Our federal government is composed of three different parts which are called the executive, legislative, and judicial branches. The executive branch consists of the president and employs about four million people, including the armed forces. The legislative branch consists of the Senate and House of Representatives, and the judicial branch consists of the Supreme Court and lower federal courts.

2 The executive branch of our government is administered by the president of the United States. The president's job is to enforce the laws that Congress makes, which is a body of lawmakers run by the legislative branch. The president comes into office by an election that occurs

in the United States of America (USA). In the USA, citizens who are 18 years of age and older who have voting rights in place are able to take part in electing a president. After voting for the president of the USA, these votes are tallied by the states and form the Electoral College system. States have the number of electoral votes that equal the number of senators and representatives they have.

3 Congress is the legislative part of our government that makes laws and is divided into two parts. One part is called the Senate and consists of 100 Senators, 2 from each of

our 50 states. The second part of the Senate is called the House of Representatives and meets together to discuss ideas and decide if these ideas (bills) should become laws. The number of representatives each state gets is determined by its population. In total, there are 435 representatives. Senators and representatives are elected by the eligible voters in their states.

Some states have 2 representatives while others may have 40.



4 The highest court in our country is the Supreme Court. The Supreme Court and the nine justices are under the judicial part of our federal government. In the judicial part of our government, there are special judges that only hear cases that pertain to issues

related to the Constitution and interpret laws according to the Constitution. All three branches of government, the executive branch, the legislative branch, and the judicial branch, are located in Washington, D.C.

"Branches of Government" written for educational purposes.



Executive Branch

5 So what is the executive branch, who is in charge, and what is the job of the executive branch? The executive branch is responsible for carrying out and executing the nation's laws with the president as the chief. This branch includes the vice president, the president's cabinet of 15 executive departments, and numerous federal agencies, boards, commissions, and committees.

The Executive Branch

6 The Constitution says that the United States must have a president and a vice president that actively work for the executive branch of the federal government. The president of the United States plays an active role in running the federal government and ensuring that the nation's laws are carried out.

7 The president is the highest representative of the people of our nation. The Presidential Seal has 50 stars surrounding it to show that the president represents all United States citizens. The president must focus on the welfare of the entire nation, unlike the senators and representatives that only focus on the people of one state.

A few of the presidential duties are listed below:

The President:

- Leads our nation during war.
- Represents our country in discussions with other nations.
- Makes suggestions to Congress about laws we should have.
- Responsible for creating the budget and then seeking approval from Congress.
- Works alongside Congress to get laws passed or rejected.

While working in the executive branch, the president has personal staff, such as the press secretary, policy aides, and speech writers. If for any reason the president is unable to carry out his or her duties, the vice president will become the new president of the United States.

"Executive Branch" written for educational purposes.



Judicial Branch

8 The judicial branch of the United States government is the system of federal courts and judges that has a duty to interpret laws. The laws that are interpreted and reviewed are made by the legislative branch and then enforced by the executive branch.

9 The judicial branch of the federal government has nine justices of the Supreme Court, which is the highest court in the United States. The Supreme Court of the United States meets in the Supreme Court Building to begin the process of interpreting laws.

10 Within the judicial branch of the government, there is a system of federal courts that makes final decisions about arguments involving federal rules and laws. Disagreements and trials must start in courts known as federal district courts, which are lower than the Supreme Court. There are federal district courts in every state and in the District of Columbia.

11 The Supreme Court only accepts cases on special constitutional problems. If someone loses a case in the federal district court, he can try to have the decision changed by taking his case to a higher court called the Circuit Court of Appeals. If the case is not won in the Circuit Court of Appeals, then the case may be taken to the Supreme Court where the judges are located in Washington, D.C. The final decision is made by the Supreme Court because there is no appeal beyond the Supreme Court.

"Judicial Branch" written for educational purposes.



Legislative Branch

12 The legislative branch consists of the House of Representatives and the Senate, which together form the United States Congress. This branch was established by Article 1 of the Constitution, which grants Congress the sole authority to enact legislation and declare war. The legislative branch has the right to confirm or reject many presidential appointments and substantial investigative powers. The House has several powers assigned exclusively to it, including the power to initiate revenue bills, impeach federal officials, and elect the president in the case of an Electoral College tie.

13 Congress is made up of two houses. The upper house is called the Senate, and the lower house is called the House of Representatives. The people who belong to the House of Representatives are called representatives, or sometimes congressmen or congresswomen. The number of representatives a state sends to the House of Representatives depends on how many people live in the state. Representatives stay in office for only two years. If they want to stay in the House of Representatives, they must run for re-election every two years.

14 Each of the fifty states elects two men or women to the Senate of the United States who stay in office for six years. They must try to get elected again if they want to stay in the Senate.

15 The House of Representatives is made up of 435 elected members divided among the 50 states in proportion to their total population. There are also six non-voting members representing the District of Columbia, the Commonwealth of Puerto Rico, and four other territories of the United States. The Speaker of the House is the presiding officer and is third in the line of succession to the presidency.

"Legislative Branch" written for educational purposes.



When Your Body Attacks

1 Your body's immune system is your body's defense against germs, bacteria, viruses, and parasites. The immune system recognizes the cells that make up a person's body and protects it while destroying anything it finds unfamiliar. Sometimes this important bodily system can cause problems. For example, overreacting to harmless invaders such as pollen or hay can result in allergies. It might also attack much needed invaders, such as donated organs or blood from another person. When the immune system goes overboard and overreacts to such things, it becomes known as an autoimmune disease. This means the immune system turns on itself and begins to attack the body's own familiar cells instead of just the unfamiliar ones.

2 Many autoimmune diseases cause overactivity from the immune system and end up wreaking havoc on a person's body. Sometimes they can damage the body's own muscles and tissues. Other times, they can make it impossible for the body to fight off real invaders, leaving a person more vulnerable to illness. No one knows exactly what the triggers are, and there is currently no cure for autoimmune diseases. The treatments for autoimmune diseases are more focused on reducing immune system activity as opposed to curing the diseases. There are also medications that can be taken to reduce symptoms, but they do not stop the disease.

3 Some examples of autoimmune diseases include:

Rheumatoid Arthritis

Rheumatoid arthritis occurs when the immune system produces antibodies that attach themselves to the joints and the joint lining, especially in the wrists and knees. The attack on these joints can lead to swelling and pain. Often people with this disease believe they are suffering from carpal tunnel and do not take immediate action to solve the real issue, which can lead to permanent joint damage. There are a variety of shots a person can take to help the linings of the affected joints including a specialty steroid, or other medications that reduce immune-system activity.

4 Type 1 Diabetes Mellitus

Not all diabetes comes from an unhealthy body weight or eating excess sugar. This is a myth that many believe, but type 1 diabetes is actually an autoimmune disease. Even a healthy person with a low-sugar diet can be affected. Type 1 diabetes differs from the more common type 2 diabetes because it happens when the immune system creates antibodies to attack and destroy the cells in the pancreas that produce insulin. Without these insulin-producing cells, the body is unable to handle sugars of any kind, and the person will require insulin injections in order to survive.

5 Vasculitis

Vasculitis is a disease that occurs when the immune system begins to attack and cause damage to blood vessels in the body. While it generally starts out by affecting blood vessels in one area or organ of the body, it can occur almost anywhere in the body. The symptoms for this disease vary and are often hard to spot. However, once diagnosed, vasculitis can be treated with steroids such as prednisone to decrease the internal swelling of blood vessels and help with inflammation.



6 There are also a large number of autoimmune diseases that deal with the digestive tract. These different illnesses are often difficult to diagnose because the symptoms vary so widely. From food intolerances, diarrhea, and vomiting to headaches and mood swings, there are very few ways to diagnose autoimmune diseases of the digestive tract without a biopsy. A biopsy consists of cutting and removing tissue to be examined. A biopsy is one of the only ways to diagnose Crohn's disease, celiac, and lupus when they are paired with certain symptoms.

"When Your Body Attacks" written for educational purposes.



Celiac Disease

7 Gluten-free isn't a hip fad or a new diet for weight loss. It's a necessary way of eating for individuals with celiac disease, a serious autoimmune disorder that has only recently gained the recognition it deserves. One out of every 100 people have an issue ingesting gluten. For many, this might be a simple intolerance similar to other common digestive issues such as lactose or egg intolerances. For others, however, it's much more serious than that. For people with celiac disease, ingesting gluten leads to serious damage to the small intestine. When it goes undiagnosed, it can lead to long-term health issues and more serious problems down the road.

8 Gluten is a protein found in wheat, rye, and barley. This protein is small but powerful and even the smallest amount can cause a food to be contaminated for people who are intolerant. Celiac disease is an autoimmune disease that activates with the ingestion of the gluten protein. When this specific protein enters the body, the body's immune system kicks into action. The body assumes this protein is a foreign invader and goes into hyper mode to defend itself. The body begins to create extra antibodies to deal with the protein. As the gluten is absorbed into the small intestine, the antibodies attack the lining of the small intestine.

9 There is a process to the absorption of gluten and the onset of symptoms can take quite a while. When glutinous food is eaten, the proteins and nutrients the body needs to absorb are soaked up into the finger-like villi of the intestine. Because the antibodies assume the gluten is an invader, it prevents the gluten from being absorbed with the other proteins and nutrients. The body's defense system causes the villi to harden, break off, and flow out of the body with the excess waste.

10 Celiac disease is a genetic autoimmune condition, meaning it runs in families. People with first-degree relatives with the disease are more likely to develop celiac themselves. First-degree relatives include parents or siblings. Studies have shown that if one of these relatives has celiac disease, there is a 1 in 10 chance of developing celiac yourself. For people who have celiac disease and are undiagnosed or who do not adhere to a gluten-free diet, the long-term health repercussions are serious.

"Celiac Disease" written for educational purposes.



Rheumatoid Arthritis

11 Autoimmune diseases are conditions in which your immune system mistakenly attacks your body. These diseases can take on as many as 100 different forms, including blood diseases, GI tract, nerve, lung, bone, muscle, skin, and thyroid diseases and disorders.

12 One disease you may have heard of but not realized that it stemmed from an immune issue is rheumatoid arthritis (RA). Many people suffer from RA. It comes about in many different ways, and typically isn't diagnosed until well into adulthood. Women between the ages of 30 and 60 are the group most likely to get this form of arthritis and are at the highest risk of it developing to a more advanced stage.

13 So, what is rheumatoid arthritis? RA is when your body's immune system mistakenly attacks your joints. Within each of a person's joints, there is cartilage and a membrane known as the synovium. Cartilage is the hard, flexible material found in noses and ears that also helps your joints move effectively, while synovium is a softer tissue that works alongside the cartilage to create fluid. This fluid helps the joints move with ease. When RA sets in, it causes inflammation, which in turn leads to pain and swelling. These symptoms show up as a result of the damage to the cartilage and synovium.

14 As soon as you think you have rheumatoid arthritis, doctors recommend you make an appointment. Although this autoimmune disease can be controlled so that future damage does not occur, joint damage cannot be reversed, so it is essential that the diagnostic process move quickly. About 1.5 million people have RA in the U.S., and it is much more prevalent in women than men.

"Rheumatoid Arthritis" written for educational purposes.



Giant Cell Myocarditis

15 Giant cell myocarditis (GCM) is another autoimmune disease but is fairly uncommon. In fact, most people have never heard of it, and there's a good chance they wouldn't be able to define it if you asked. Unfortunately, the same goes for the majority of doctors and medical professionals. While myocarditis has a viral cousin who is considered rare but does rear its ugly head, the autoimmune disorder is even less common. In the 20-year period from 1991 to 2011, only 32 individuals were diagnosed with the disease. While the disease may be practically unheard of, it can have deadly consequences.

16 GCM is a disease that causes inflammation and swelling of the heart muscle. This inflammation enlarges and weakens the heart. Because the heart is in a weakened state, scar tissue is created and forces the heart to work extra hard to pump blood and oxygen through the body.

17 The diagnosis of giant cell myocarditis as an autoimmune disease began taking shape in 1905. During this time, however, the disease could only be identified through an autopsy after the person had died. Once the autopsy showed the cause of death as GCM, the doctors would use family and those closest to the patient to gather a list of symptoms. By 1987, they had discovered that in cases where GCM was identified in an autopsy, the patient usually had only survived three months or less from the initial onset of symptoms.

18 This made it clear to physicians that GCM was a fast-moving and fatal autoimmune disease. Today, doctors can identify this disease early by a heart biopsy and begin immunosuppressive treatment. Other patients find success with a heart transplant. Doctors have learned more about giant cell myocarditis than ever before, and 99% of patients survive for one year after diagnosis. Another 71% survive five years if they undergo a heart transplant. And while doctors do not know what exactly causes this autoimmune disease to activate, they do know now that it is related to the T lymphocytes.

19 GCM today is diagnosed through heart biopsy. Unfortunately, even with this biopsy, it is easily confused with cardiac sarcoidosis. Therefore, all patients under GCM suspicion should be biopsied and cases reviewed by an experienced cardiac pathologist. Because heart disease and heart issues in general are associated with elderly patients, any young adult or child with a heart issue is automatically tested for GCM. Giant cell myocarditis affects people who are generally healthy, young, and athletic.

"Giant Cell Myocarditis" written for educational purposes.



Building a Simple Shelter

1 Whether camping for fun or needing to survive in the wilderness, shelter is always a top priority. There are many different styles of shelters and different techniques you need to know to create them. These quick shelters can aid any adventurer needing to find a place to call home.

2 Ideally, a camper would come prepared with a tarp along with rope and stakes to secure the tarp. If this is the case, there are a few options for a tarp shelter. The easiest and most common are the A-frame tarp shelter and the lean-to shelter. Each of these, when done correctly, are the best defenders against the elements. The A-frame and lean-to can both be set up with as few as two anchor points. This means if a camper can find two trees and tie their rope to them, the job can easily be done.

3 For the A-frame shelter, the rope will need to be tied tightly between two trees. Then a camper will simply drape the tarp over the rope, pull the sides out to create a triangle, and secure the sides. The 30-degree slope of the sides of the tent will create a nice living shelter for a camper underneath. The downside of this shelter is that there is no floor, and if you haven't tied the rope tightly enough between the trees, there could be sagging in the middle of the roof.

4 The ever-popular lean-to is just as quick and easy to create as the A-frame. Again, a camper will want to tie 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. The stakes will be placed in only two corners of this shelter. If the shelter is made correctly, the

shelter provides a great deflection for wind but also adequate sunshade. The downside of this shelter is that there is no floor and no sides, so it does little to protect a camper from rain or wet elements.

5 When tarps, ropes, and stakes aren't an option, an adventurer will need to begin thinking about what steps to take for their overnight stay. In many cases, the wikiup will be a survival best bet. This lodge was typical in Native American cultures living in the southwest. When made correctly, a wikiup can block wind, rain, cold, and sun. It can be set up within an hour using a variety of materials. Start with three large prop sticks that are forked at the end. Then begin to set up other large sticks around them, creating a circle on the ground. As the larger sticks get closer together, fill the gaps with smaller and thinner sticks as needed. Eventually the gaps will be small enough to fill with other natural items such as grass, leaves, ferns, moss, pine needles, brush, or pine boughs. If a camper is putting up their natural shelter in a windy climate, another layer of brush, sticks, and twigs should be put on the outside to protect the vegetation, ensuring that it will not all blow away.

6 Whether camping or surviving in the elements, these shelters will serve a person well when they need to escape the wind, rain, cold, or sun!

"Building a Simple Shelter" written for educational purposes.



Starting a Simple Fire

7 Throughout history and literature, fire has stood for many things. In the wilderness, though, none of that matters because fire only stands for one thing: survival. The ability to start a fire provides a stranded explorer with a lifeline to light, warmth, protection, and a place to cook food. With the many benefits and the likelihood of being stranded overnight at least once in a fervent hiker's life, every wilderness explorer should know how to build a simple fire.

8 Create Your Firebed

If you can, find a campsite with a designated fire area and set up camp there. In many instances, however, stranded hikers cannot find such a place, in which case they will need to make their own firebed. Always consider safety first, as you would not want to start a wildfire. Choose a site that is away from any trees, bushes, or other plants including grass – dead or alive. When you have chosen a place away from plants, on dirt or rocks where nothing is growing, it's time to make the firebed itself. You'll want to gather up a pile of dirt in the direct center of your cleared area and form this into a platform about three inches thick.

9 Now it's time to think about how you're going to arrange the sticks. One popular and sturdy choice is the log cabin fire lay. Think of yourself as playing Lincoln Logs, stacking four sides into a log cabin of sorts.

10 Gathering Tinder, Kindling, and Wood

Tinder, kindling, and wood are the three materials you will need to get a roaring fire started, but it will be important to remember that the process takes time and patience. You will want to start small and build your small fire up until it's grown. Tinder comes first and consists of anything that will catch fire easily. This might be dry leaves, dry bark, dead grass, or even some fluffy fungi depending on the environment you're in. Some experienced hikers bring dryer lint for this purpose in case it has recently rained and they cannot get dry tinder from the ground around them.

11 From there, you will need to move onto something with a little more substance that will last a bit longer. You won't be able to move directly to logs because they will smother the small flames and the fire will die out. You will need some small, thin twigs or branches to use first. These twigs and branches should be about as thick as a pencil. This is called kindling, and it will help your fire gain strength for the fuelwood.



12 After your fire is hot and burning, you'll need to add the fuelwood. This is the final step. Do not think you have to go for large logs that you would find in a fireplace. These can often be hard to find or cut. Instead, go for branches that are as thick around as your wrist. Be sure the wood you collect is not green. In other words, if it bends, don't use it. When it comes to collecting wood for your fire, always collect twice as much as you think you'll need. Fire goes through tinder and kindling the fastest, but fuelwood can be burnt up fast as well.

13 Starting a Fire

It's finally time to start your fire. Of course, you could use matches or other preplanned methods, but when you're accidentally stranded, there might not be that option. One especially effective way to start a fire is by using glass. A magnifying glass works for this method but so do eyeglasses and glass soda bottles. The method is simple. First, use your glass to aim a beam of sun at your tinder until it begins to smoke. Then, blow gently until it produces a small flame. Do be careful not to blow too hard, or the small flame will go out.

14 Another great option for starting a fire is flint and steel. You can purchase these items cheap at most places that sell hiking gear, but flint can also be found in nature in certain areas. If you have a hatchet or other small tool available, you can find any piece of flint to use. There are three basic steps to this method. First, hit the flint and steel together in a scraping fashion to create a spark. Then, catch the spark in the tinder. Do this by sticking the flint and steel right above your tinder bed. Finally, turn that spark into a flame by blowing gently and adding more tinder if necessary.

"Starting a Simple Fire" written for educational purposes.



Campgrounds on the Coast

15 People are always looking for new and extraordinary places to go camping with their families because they want to experience the beauty of our nation and experience the grandeur of nature. No matter where you are from, there are likely beautiful places hidden away right near your very home! From the east coast to the west coast, there are extraordinary places, gems of nature, just waiting for campers like you to come and explore.

16 On the east coast, one of the most breathtaking views can be found in Maine at Blackwood's Campground. A unique rock formation can be found inside of Acadia National Park and will cause hikers and tourists alike to stop and stand in awe of its beautiful Atlantic coastline. The rocks, which are made mostly of granite, look angelic with the sunset shining off the water in the background. The colors in the sky are like a painting reflecting off the water, setting the stage for a cozy night under the stars for many campers. The unique beauty of this specific location is perfect for people who want to hike and quietly observe nature at its finest.

17 Traveling to the opposite shore of our great nation, there lies Oregon, home of Oregon's Cape Lookout right outside of Pacific City. The Cape Lookout campsite can be found on the two-mile long peninsula that juts out into the Pacific Ocean. This forested area has opportunities for visitors to walk along the sandy beaches and admire the ocean's waves or travel through forested trails experiencing the sights and sounds of trail hiking. Hikers can come out of the trees to find themselves on an isolated beach where they can relax with some whale watching before hiking back. This coastline campsite is perfect for families because of the large variety of activities and hiking terrains it offers.

18 Our last coastline campsite to consider is the T.H. Stone Memorial St. Joseph Peninsula State Park. While the name might be long, your time here will seem short, and you'll be longing to return for another trip. This park has one of the consistently top-rated beaches in the United States. With access to the Gulf of Mexico and St. Joseph Bay, there's a little something for everyone, especially those who enjoy canoeing and kayaking.

19 Regardless of your location within the United States, there's always a place near you with beautiful terrain just waiting for a camper to come and enjoy the relaxing views and fun activities!

"Campgrounds on the Coast" written for educational purposes.



Insect Repellent Overview for Campers

20 When it comes to camping and keeping those pesky bugs away, there are a few things you need to know! Not all products are created equal, so there are some things campers should know before they grab one off the shelf. It all has to do with the active ingredients and how much of each is in the repellent.

Because it is synthetic, it tends to be stronger than its natural counterpart. Scientists have shown that 20% of picaridin can prove to be as effective as DEET, another common molecule used for similar purposes. If camping in an area with high mosquito counts, be sure you are using products with over 20% picaridin on the ingredient list.

21 Oil of Lemon Eucalyptus (OLE)

This ingredient is easily confused with lemon eucalyptus oil, which is a completely different product with a different chemical makeup. OLE is actually taken from the eucalyptus plant and has a chemical PMD in it. This is the ingredient needed in insect repellents. The other lemon eucalyptus oil is simply oil distilled from the leaves of the plant. While it does contain traces of PMD, it will not work as an active ingredient in insect repellent because it has more smell than it does PMD. You can find this type of oil in citronella, which is why citronella candles are not as strong as actual bug spray. With a high amount of PMD in the product, sources say it can ward off mosquitoes for up to 6 hours, although critics say for as few as 3.5 hours. If you are camping in a heavily mosquito-ridden area, be sure to apply every 4-5 hours to be safe.

23 Botanicals

Botanical insect repellents can include a lot of different ingredients, some more effective than others. On average, natural repellents are generally less effective because they use all-natural ingredients which do not last as long, causing campers to need to reapply frequently. Some of the popular ingredients on the all-natural list might include lemon grass, citronella, peppermint, geraniol, and rosemary. Each of these target specific pests so it's important to know where you will be camping and what active ingredients you'll need based on the most likely pests. For example, if mosquitoes are thick, lemon grass might be an excellent main ingredient in a botanical repellent. If there are a variety of pests, and mosquitoes alone are not the problem, you might be better accommodated by peppermint.

22 Picaridin

This genetically engineered molecule is a key ingredient in effective insect repellents for a few reasons. First, it is synthetically created in laboratories to resemble the black pepper plant.

"Insect Repellent Overview for Campers" written for educational purposes.



Table of Contents

SECTION 1: Expository Writing (Non-Text-Based)

Assessment Resources

1.	Expository Prompts	10
2.	Expository Planning	14
3.	Expository Planning – With As and Bs	19
4.	More Planning Practice	23
5.	Introduction “I” Paragraph	27
6.	Introduction “I” Paragraph – More Practice	34
7.	T, 3A, 3B.....	39
8.	Longer A and B sentences	48
9.	Expository Test	58
10.	Review/Revise	62
11.	Conclusion “C” Paragraph	70
12.	Reviewing the “I” and “C” Paragraphs	75
13.	Modeling	79
14.	Wrap-Up “W” Sentence	86
15.	Indenting/Writing on Lined Paper	92
16.	Expository Test	97
17.	Expository Transition Words	101
18.	Expository Test	109
19.	Conferences/Revisions	113
20.	Expository Test	117

SECTION 2: Informative/Expository Writing (Text-Based)

Assessment Resources

21.	Analyzing Informative Prompts	122
22.	Analyzing the Prompt Practice	126
23.	Informative Planning.....	130
24.	More Planning Practice	136
25.	Introduction “I” Paragraph	141
26.	Advanced Introduction	146
27.	Referencing Sources	153
28.	Referencing Sources Practice	159

29.	Middle Paragraphs – Overview	163
30.	Topic Sentence	172
31.	Quotes.....	179
32.	Paraphrasing	185
33.	Paraphrasing Practice	191
34.	Own Thoughts and Ideas	197
35.	Own Thoughts and Ideas Practice	205
36.	Wrap-Up “W” Sentence	210
37.	Writing the Middle Paragraphs	215
38.	More Practice – T1, T2, T3.....	221
39.	Conclusion “C” Paragraph	229
40.	Conclusion “C” Paragraph Practice	235
41.	Transition Words	240
42.	Informative Test 1	246
43.	Conferences/Revisions	251
44.	Informative Test 2	255
45.	Conferences/Revisions	260
46.	Checklist/Partner Check	264

SECTION 3: Argumentative Writing (Text-Based)

Assessment Resources

47.	Analyzing the Prompt	278
48.	Analyzing the Prompt Practice	283
49.	Argumentative Planning	288
50.	Argumentative Planning Practice	293
51.	Introduction “I” Paragraph	298
52.	Advanced Introduction	304
53.	Referencing Sources	309
54.	Referencing Sources Practice	315
55.	Middle Paragraphs – Overview	319
56.	Writing a Counterclaim – Overview	330
57.	Topic Sentence	334
58.	Quotes.....	344
59.	Paraphrasing	350
60.	Paraphrasing Practice	356
61.	Own Thoughts and Ideas (Elaboration)	363
62.	Own Thoughts and Ideas Practice	369
63.	Wrap-Up “W” Sentence	374
64.	Counterclaim Practice 1	381
65.	Counterclaim Practice 2	388
66.	Writing the Middle Paragraphs	393
67.	More Practice – R1, R2, R3.....	401
68.	Conclusion “C” Paragraph	403
69.	Argumentative Test 1.....	410
70.	Conferences/Revisions	415
71.	Argumentative Test 2.....	418

72.	Conferences/Revisions	424
73.	Checklist/Partner Check	427

SECTION 4: Writing a Research Paper

74.	Planning	432
75.	Essay Types – Argumentative	437
76.	Essay Types – Persuasive	444
77.	Essay Types – Analytical	450
78.	Essay Types – Compare & Contrast	456
79.	Essay Types – Assessment	464
80.	Thesis Statement	468
81.	Essay Structure – Argumentative/Persuasive	474
82.	Essay Structure – Analytical	478
83.	Essay Structure – Compare & Contrast	485
84.	Introduction	491
85.	Choosing Reputable Sources	502
86.	Research and Body Paragraphs	506
87.	Counterclaim	512
88.	Conclusion.....	517
89.	In-text Citations	524
90.	Bibliography and Works Cited	529

SECTION 5: College Essay Writing

91.	College Application Essays – Overview	534
92.	Essay Questions: Overview.....	539
93.	Essay Questions: Planning	547
94.	Essay Questions: Modeled and Guided Practice	554
95.	Essay Questions: Independent Practice	563
96.	Personal Statement Essay: Overview	568
97.	Personal Statement Essay: Planning	575
98.	Personal Statement Essay: Modeled and Guided Practice	581
99.	Personal Statement Essay: Independent Practice	593
100.	College Application Practice: Essay Questions and Personal Statement	599