Student _____

ENGLISH III

FOLLOW THE INSTRUCTIONS BELOW FOR EACH WRITING OR READING ASSIGNMENT. HAVE A TEACHER SIGN OFF BEFORE YOU BEGIN.

The assigned writing format is used when writing essays.

All work is typed and double-spaced.

All written work is clear, complete, and well supported so the reader fully comprehends what you have to say and has no questions about what you say.

Correct spelling, punctuation, sentence construction, and writing conventions like transitions and subject-verb agreement are adhered to.

The upper left hand corner of the first page of written work contains:

- **Your Name**
- **The Date**
- **Class and Quarter – like "Comm. III, Quarter 3"**
- **The Assignment Name**

Submitted work is proofread by you and as close to a final draft as possible.

When writing about the literature, the terms in the "Understanding Literature" handout were used.

All literature read for assignments are approved by a teacher.

All parts of major assignments are completed before moving on to the next assignment – like complete all of the short story assignments before moving on.

Each assignment or part of an assignment is submitted as soon as you finish it so one massive glop of assignments is not turned in at one time.

The assignment sheets are held onto as check-off sheets for your records.

Teacher: _____ Date: _____

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ESSAY WRITING FORMAT

Tell 'em what yr gonna tell 'em
Tell 'em
Tell 'em what you told 'em

The key to success in writing is organization. Organization sets up the writer's ideas in a certain way so the reader can follow and understand what is said. An essay is organized in three parts: introduction, body, and conclusion.

TELL 'EM WHAT YER GONNA TELL 'EM

The Introductory Paragraph

The introductory paragraph states the topic of the essay – what the essay is about and only what the essay will deal with. The topic is stated in the first sentence. The rest of the introductory paragraph announces what the rest of the essay will say about the topic.

TELL 'EM

The Body Paragraphs

Each body paragraph gives information about a separate point about the topic that was introduced in the introductory paragraph. What's said in the body paragraphs must deal with the topic.

Note: Each body paragraph has its own introductory sentence, body, and conclusion.

TELL 'EM WHAT YA TOLD 'EM

Concluding Paragraph

The concluding paragraph gives a summary of what was said in the essay. It's an echo of the introductory paragraph. It tells the reader that you are finished and leaves him something to remember.

<u>EXAMPLE</u>

INTRODUCTORY PARAGRAPH

We just took a black Lab named Hope into our home. She suffers from old age, but loves to go on walks, and is well trained.

BODY PARAGRAPHS

Hope is about eight and a half years old. As is common with older Labradors, she suffers from rheumatism in her back hips. This causes her pain when she stands up or climbs stairs. Old age is not fun for Hope.

Even though her rheumatism pains her, Hope loves to go on long walks. She runs ahead with her nose to the ground following some critter's scent. If she gets too far ahead, she stops, looks back, and dances around as if to say, "Hurry up you snails!" I enjoy the pleasure she exhibits when going on hikes.

Even though we know nothing about her background, someone trained her well. She does not mess in the house or chew furniture. Even when she is after some varmint or checking out another dog, she comes when called. If there are cars on the road, she's at my left side at once when I yell, "Heel!" I'm happy that I don't have to train her.

CONCLUDING PARAGRAPH

Hope is a wonderful addition to our lives. I hate to see old age get to her, but enjoy her love of long walks and being so well trained.

[Check the Essay Format Outline. It works!]

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ESSAY FORMAT OUTLINE
FOR A FIVE PARAGRAPH ESSAY

Specific Topic: _____

Introductory Paragraph

Thesis Statement: (Topic Sentence): _____

Point A: _____

Point B: _____

Point C: _____

Body Paragraph 1

Topic Sentence for Point A: _____

Generally what will be said about Point A:

_____

_____

Body Paragraph 2

Topic Sentence for Point B: _____

Generally what will be said about Point B:

_____

_____

Body Paragraph 3

Topic Sentence for Point C: _____

Generally what will be said about Point C:

_____

_____

Concluding Paragraph

Restatement, not a direct copy, of the Introductory Paragraph: _____

_____

_____

_____

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ENGLISH III, QUARTER 1
AMERICAN LITERATURE
A HISTORICAL NOVEL – FROM THE BEGINNING TILL 1900.

Title _____ Author _____

A historical novel is a fictional narrative set in a real historical period of time. The historical setting and event(s) and even some characters are historically accurate. The fictional plot is interwoven within the history.

Read a historical novel, approved by a teacher, set in the North American continent from the beginning until 1900. For example: <u>The Sea Runner</u> by Ivan Doig is about four men escaping the czar's captivity in Alaska in 1853 and traveling down the Pacific Coast to Astoria; <u>Undaunted Courage</u> by Stephen Ambrose deals with the Lewis and Clark Expedition; <u>The Way West</u> by A. B. Guthrie follows a wagon train westward; <u>Gone With the Wind</u> by Margaret Mitchell set in the South during the Civil War, and <u>Indigo</u> by Beverly Jenkins deals with the Underground Railway. The Internet is full of titles, and the library is full of novels. ***Answer each of the following in formatted essays of at least five paragraphs. Be clear and complete in what you say. Keep in mind that the reader does not know what you read, so some summarization of the novel is needed.***

1. **Explain how the plot of the novel depends upon the historical aspects of the novel. Use at least three parts of the plot: characterization, conflict(s), theme, setting . . .**

Date _____ Grade _____ Teacher _____

2. **The plot and setting of a novel usually promotes a number of moods. Select at least three moods within your chosen novel and explain how each mood is produced.**

Date _____ Grade _____ Teacher _____

3. **Select one of the characters in the novel and explain how he/she fits into the time period of the novel. Costume, speech, attitude, job, behaviors, thoughts . . . might be considered.**

Date _____ Grade _____ Teacher _____

4. **Select one of the characters and explain how he/she changes as a person (inside – like values, moral, attitude . . .) from the beginning to the end of the novel. Use examples!**

Date _____ Grade _____ Teacher _____

5. **Explain what the theme of the novel is, how the plot develops the theme, and how that same theme may exist in the real world. Don't forget to give examples for clarity.**

Date _____ Grade _____ Teacher _____

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ENGLISH III, QUARTER 1
POETRY/LYRICS BEFORE 1900

Select five poems and/or lyrics written before 1900. In correctly formatted essays of at least five paragraphs, answer the following questions. Keep in mind that the reader has no clue about the poems. Make sure that the "title" and the poet are mentioned in each essay. Each poem has a separate question about it, so you have some choices to make.

1. **Poem One: What is the theme? Explain how the poem develops the theme and how the theme may be seen in the real world. Use examples for clarity.**

   Date _____ Grade _____ Teacher _____

2. **Poem Two: Who is the speaker of the poem? Usually the speaker is not the poet. The speaker is usually someone or thing like a lover, a homesick person … who is the speaker speaking to? Explain how you figured out who is who?**

   Date _____ Grade _____ Teacher _____

3. **Poem Three: Spend a little time investigating, and write an essay explaining why the poem fits into the period before 1900. It might be the subject, the style, . . . You might even look up something about the poet.**

   Date _____ Grade _____ Teacher _____

4. **Poem Four: What is the setting of the poem? How does the setting fit into what the poem says? Explain how you know? Use specific examples.**

   Date _____ Grade _____ Teacher _____

5. **Poem Five: Explain why the speaker of the poem or the poet says what he/she does. Be certain to use examples!**

   Date _____ Grade _____ Teacher _____

6. **Select your favorite poem and explain why you like it the best. Remember that the reader has no clue about what the poem says.**

   Date _____ Grade _____ Teacher _____

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