Fitzgerald

Graphic Organizer – Planning an Essay

Were the colonies justified in declaring independence from Britain?

If you want to do an introduction - before your topic sentence you should have -

* a ***hook***
* then some general background

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| Topic Sentence –State Main Idea, Uses the Wording of the Question***Your answer to the question*** that you will prove in your paragraph |
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Have you ***planned an order*** to your reasons? It would be nice to have a logical order that will lead to a way to ***flow*** from one idea to the next.

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| Supporting Idea***Introduce one reason supported by a document*** that the colonists were justified |
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| Develop this Supporting idea***Explain this cause*** and ***Explain how the document shows this cause*** |
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| Supporting Idea***Introduce a second reason supported by a document*** that the colonists were justified |
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| Develop this Supporting idea***Explain this cause*** and ***Explain how the document shows this cause*** |
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| Supporting Idea***Introduce a final reason supported by a document*** that the colonists were justified |
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| Develop this Supporting idea***Explain this cause*** and ***Explain how the document shows this cause*** |
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| Conclusion***Restate your overall interpretation*** ***AND***give a ***Concluding Thought*** about the overall topic of the colonies deciding to declare independence. |
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Conventions –

* Write in ***past tense*** when discussing ***history***.
* ***Stay in third person***. ***Do not use first person (I, me, we) or second (you)*** for academic writing.
* ***Avoid vague pronouns***. They?Who?, It? What?
* ***Capitalization*** of proper nouns
* ***Spelling*** – few errors, all key words spelled correctly
* Full sentences - Begin with capital letter, end with period, Complete thoughts, No fragments, No run-ons

**Goal #3** –Know the characteristics of each region. Be able to write a well-structured essay that describes the regions given a specific characteristic.

* **Your classes’ assigned topic** - Describe the physical geography of each region of the colonies.

Ideas /10

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| 10 | Outstanding reflection of thinking and knowledge | New England | * Long, snowy winter - **Short growing season**
* **Thin, rocky soil**
* **Low mountains and hills**
* **Narrow coastal plain**
* Jagged coastline – **harbors**
* **Best fishing ground in the world**
* **Forests with trees for ship building** – oak and white pine
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| 9  | Really moving toward excellence  |
| 8 1/2 | Shows a knowledgeable discussion of the topic that reflects much of our work on the subject and solid thinking | Middle | * **Longer growing season** than New England
* **Fertile soil** – great for growing **grain** – wheat, oats, barley, rye – will be the “bread basket” of the colonies
* Large areas of **plains in the east**
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| 7 1/2 | Show a basic knowledge of the subject and a clear connection to the prompt |
| 6 1/2 | Shows a need to prepare for, participate in, and/or review our class work more in order to develop the knowledge to participate in a discussion of the subject | South | * **Good soil** – needs to be cared for to maintain quality
* Almost **year-round growing season** – sometimes able to get three full crop cycles in a year
* Land divided into two main regions – **the Tidewater region is an area of plains in the east, and the Piedmont region is an area of hills (foothills) in the west**, leading to the Appalachian mountains
* Many smaller rivers - used transport of crops out on barges, most plantations seek a dock on a river
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| 5 1/2 | Shows need to make an effort to learn material as we cover it, participate in our activities to solidify and grow that understanding, and review to test that understanding |

Please examine these possible ideas from our discussions that would have supported a strong response to the prompt.

 I would be happy to meet with you to answer any of your questions or help you thinking about preparing for

 constructed responses.

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| /4 | Structure* Green - Topic Sentence – A ***separate*** ***full*** sentence
	+ - Responds to prompt
		- Introduces overall topic of entire response
		- Clear
	+ Yellow - Supporting Idea Introduce - clearly introduced ***in a separate sentence*** as a new area of support ***before*** it is developed, do not start with details
		- Red – Introduced support is followed by sentences developing detail from our studies
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* Green - Concluding Thought -
	+ - Restate topic

**AND GIVE*** + - Thoughtful comment on the topic
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| /1 | Conventions – See editing marks on writing.* Full sentences - Begin with capital letter, end with period, Complete thoughts, No fragments, No run-ons
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* Stay in third person. Do not use first person (I, me, we) or second (you) for academic writing.
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