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 |
| 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** |
| 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 |
| 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   + 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   + 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 * Green - Concluding Thought -   + - Restate topic   **AND GIVE**   * + - Thoughtful comment on the topic |
| /1 | Conventions – See editing marks on writing.   * Full sentences - Begin with capital letter, end with period, Complete thoughts, No fragments, No run-ons * Spelling – few errors, all key words spelled correctly * Capitalization of proper nouns * 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. |