

Writer's Guidebook



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

Glencoe/McGraw-Hill

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To the Teacher

Glencoe's *Writer's Guidebook* is a handbook for students. It is designed as a walk-through for students to help them understand and realize the writing process. This book breaks the writing process down into simple, easy-to-understand lessons. Each lesson contains practice activities, and many of the lessons build on the material presented in previous lessons.

As an introduction to this booklet, you may want to share the information below with students.

How Can I Use Writing to Help My Students Understand What They Read?

Writing provides a way for students to demonstrate what they have learned. More significantly, writing can facilitate greater understanding and richer learning by encouraging writers to transform knowledge into something new. Appropriate writing assignments can help students build social studies concepts in the following ways.

- Writing challenges students to analyze, evaluate, and interpret events.
- Writing invites students to synthesize information from a variety of sources, including students' own prior knowledge and experiences.
- Writing requires students to make connections, draw conclusions, and support their judgments with facts and details.
- The writing process promotes a systematic approach to content analysis by teaching students to focus their thoughts, expand and refine their ideas, and express their viewpoints precisely.

What is the Writing Process?

The writing process is a step-by-step routine that writers follow to help them write purposefully and thoughtfully. Have students use the following steps in the writing process to foster greater understanding of social studies concepts.

- **Prewriting:** During the prewriting phase, writers determine their audience and purpose for writing, brainstorm to discover a writing topic, and narrow their topic focus.
- **Drafting:** During the drafting phase, students analyze their ideas and notes to identify main ideas and supporting details. Then they begin to put these ideas down on paper, stating each main idea in a topic sentence within a paragraph.
- **Revising:** During the revising phase, writers clarify confusing points, add details to elaborate unsupported or undeveloped ideas, and improve the organization and flow of ideas. They also revise sentences to improve fluency and to make their writing more interesting.
- **Proofreading:** During the proofreading phase, writers edit for correct grammar, spelling, format, and punctuation.
- **Publishing:** During the publishing phase, writers bring their writing to its intended audience. For students, this audience may include the teacher, fellow students, or parents and caregivers.

The Writing Process

LESSON 1

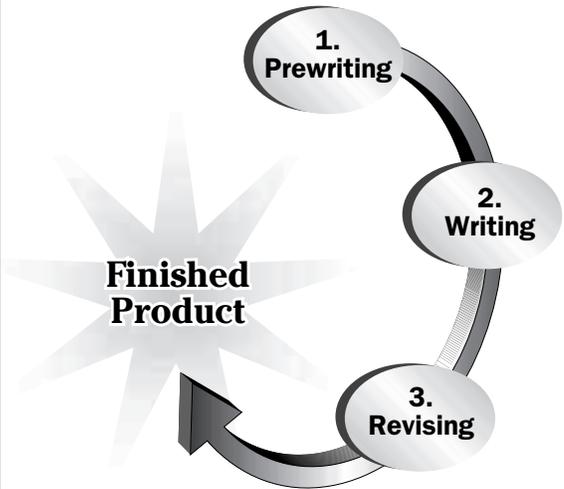


Learning the Skill

Writing is a process that involves three basic steps: prewriting, writing, and revising. (See the graphic at right.) Each of these steps involves different activities. Let's start with Step 1, the prewriting, or planning, stage. In this stage you need to:

- Determine the audience for your writing
- Determine the purpose for your writing
- Discover a subject for your writing
- Narrow the subject

The Writing Process involves three basic steps.



Determining Audience and Purpose

Your audience for most social studies writing assignments is your teachers or fellow students. For essay questions on tests or research reports, your purpose most often is to either explain some aspect of an assigned topic or to persuade your reader of your thoughts and opinions about the subject.

Discovering and Narrowing the Subject

The subjects you will write about are often part of your assignment. However, you will still need to decide on a topic. A **topic** is a narrow, limited aspect of the subject that is specific enough to be covered in a paragraph or a report.

For example, suppose that you were asked to write a paragraph about the English colonies in America. You could narrow this general subject by focusing on the structure of government in the colonies.



One way to narrow the subject is to brainstorm—let your mind play over possible ideas for topics on the subject. A good way to get started is to ask yourself a few questions and write down any and all ideas that come to mind. Some good questions to start with are:

1. What do I already know about the subject? (Ask *who*, *what*, *where*, *when*, *how*, and *why* questions to help you discover what you already know.)
2. What about this subject do I find most interesting?
3. What do I still need to know? (Here again, ask *who*, *what*, and *where* questions to help you.)
4. What information is available to me, and where can I locate it?



Applying the Skill

Identifying Subjects and Topics

DIRECTIONS: Before you can start any writing assignment, you must decide on a topic. You can do this by picking a subject and then narrowing it to a more specific topic. Rank the topics in each group below 1, 2, or 3 with 1 being the broadest topic and 3 being the narrowest topic.

1.

- _____ A. Theodore Roosevelt the trustbuster
- _____ B. Theodore Roosevelt as president
- _____ C. Democratic presidents

2.

- _____ A. the Civil War
- _____ B. military strategies in the Civil War
- _____ C. General Ulysses Grant's strategy for defeating the South

3.

- _____ A. the Sahara
- _____ B. plant life in the Sahara
- _____ C. climate of the Sahara

4.

- _____ A. marriage rituals in Kazakhstan
- _____ B. the country of Kazakhstan
- _____ C. culture of Kazakhstan

EXERCISE B

Brainstorming

DIRECTIONS: Using the topic from Exercise A, brainstorm about the topic by answering the following questions.

- 1. What do I already know about the subject? (Ask *who*, *what*, *where*, *when*, *how*, and *why* questions to help you discover what you already know.)

- 2. What aspects of this subject do I find most interesting?

- 3. What do I still need to know? (Here again, ask *who*, *what*, and *where* questions to help you.)

- 4. What information is available to me, and where can I locate it?

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Researching and Collecting Information

LESSON 2



Learning the Skill

Your school library, local public libraries, and the Internet are valuable sources for many kinds of information. Use the following resources to help you find information.



1. Reference Books

Encyclopedias—These are a set of books that contain short articles on many subjects. The articles are arranged alphabetically by subject.

Biographical dictionary—This dictionary lists brief biographies, or life stories, of important people in history. Like a regular dictionary, the names are listed alphabetically.

Atlas—An atlas is a collection of maps. You can even find historical atlases, which will show you, for example, the world map at the turn of the twentieth century. The boundaries of countries may change over time.

Almanac—An almanac is a reference that is updated each year to provide current statistics and historical information on a wide range of subjects.

2. Card Catalog

This lists every book in the library, and it can be accessed by hand or electronically. You can search the catalog by author, subject, or title.

3. Periodical Guide

This guide is a set of books that lists articles found in periodicals, magazines, and newspapers.

4. Computer Database

These are electronic collections of information that are organized for rapid search and retrieval. The library may store databases on CD-ROMs, or it may subscribe to an online service that provides databases.

5. Microfilm and Microfiche

Older newspapers and periodicals may be on microfilm or microfiche. You can usually make copies of these articles to use for reference. Use a computer database or the periodical guide to find information about articles that may be on microfilm or microfiche.

6. Internet

The Internet offers researchers almost instant access to information from all over the world. The amount of information can be overwhelming. To help you search effectively, use Boolean search techniques such as *and*, *or*, and *not*. For example, if you combine two or more key words with *and*, the search engine will only list sources that contain all words. Below is an example of a search using *and*.

If you link two topics with *or*, the search engine will perform searches on two topics at once. This is how an *or* search would look.

You can use *not* to stop the search engine from searching for information you do not want. Below is an example of a *not* search.

Another technique is to use quotation marks. Enclosing a phrase in quotation marks tells the computer to find every site that contains exactly those words. For example, a search for Russia, U.S.S.R. with quotation marks would look like this: "Russia U.S.S.R."

When you use the Internet for research, you must carefully evaluate what you find. Ask yourself: Is the document signed? Is the page the document is on a part of a larger site? Is the site associated with a recognized group? Is the source of the information cited? Does the page show the date when it was last updated? Do other references support the findings in the document?



Applying the Skill

Performing Searches

DIRECTIONS: Using Boolean search terms, write the phrase that will help you search for the following information.

1. parks near Toledo, Ohio

2. beaches in Baja California (not beaches in the state of California)

3. France and the euro

4. Search for the following phrase: Toledo, Spain.



Practicing the Skill

EXERCISE A

Locating Information

DIRECTIONS: On the lines below write where you would find each item. Choose from the following options: *reference books, card catalog, periodical guide, microfilm or microfiche, or the Internet.*

1. a magazine article on the stock market

2. a book by Thomas Bates about the Great Depression

3. a book of maps showing the Middle East

4. an encyclopedia article about the War of 1812

5. a newspaper article about New York City's last mayor

6. a booklet from an oil company on conservation

7. a book about the Oklahoma Land Rush

8. a list of the Olympic winners from the year 2000 games

9. U.S. government census data

10. a magazine article about new insurance laws

EXERCISE B

Analyzing Information

DIRECTIONS: Review the table below. Then answer the questions that follow in the spaces provided.

World Population, 1960–2000

Year	Population	Average Annual Growth Rate	Average Annual Population Change
1960	3,039,332,401	1.33	40,781,960
1970	3,707,610,112	2.07	77,580,647
1980	4,456,705,217	1.70	76,259,715
1990	5,283,755,345	1.56	83,182,744
1995	5,690,865,776	1.36	77,746,508
1996	5,768,612,284	1.35	78,192,518
1997	5,846,804,802	1.32	77,770,099
1998	5,924,574,901	1.31	77,934,526
1999	6,002,509,427	1.29	77,632,256
2000	6,080,141,683	1.26	77,258,877

1. From what type of resource might you find this information?

2. What is the difference between the world’s population in 1960 and 2000? What is the trend in the average annual growth rate of the world’s population since 1970?

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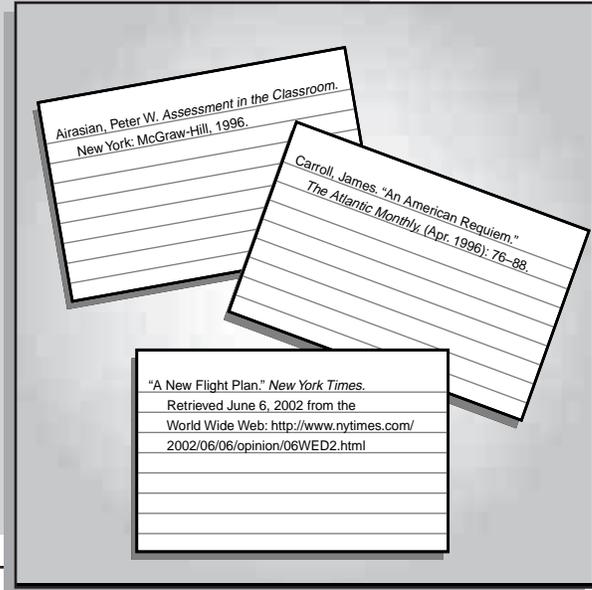
Preparing a Working Bibliography

LESSON 3



Learning the Skill

A bibliography is a list of sources used in a report, essay, or research paper. A **working bibliography** is a record you keep of all books, periodicals, and other references you consult from the moment you begin your research. A **final bibliography**, on the other hand, lists only those sources you actually use in your report. As you conduct research, you will consult many sources, so it is important to prepare a separate index card for each source to keep your research organized.



Format for Bibliographies

There is a standard format for bibliographies. Each entry must contain all the information needed to find the source. Different media, such as books and magazine articles, have different formats for entries. The following are examples of the correct format for entries in a bibliography.

- Book entry—Author's last name, first name. *Full title*. Place of publication: Publisher, copyright date.
Example: Airasian, Peter W. *Assessment in the Classroom*. New York: McGraw-Hill, 1996.
- Periodical entry—Author's last name, first name. "Title of Article." *Name of Periodical in which the article appears*, Volume number (date of issue): page number(s).
Example: Carroll, James. "An American Requiem." *The Atlantic Monthly*, (Apr. 1996): 76–88.
- Online article entry—Material that has an original printed source must have the following information: Name of author (if available). "Name of the article." *Name of periodical/Web site name*. Date when you accessed the information: and Internet address for the file.
Example: "A New Flight Plan." *New York Times*. Retrieved June 6, 2002 from the World Wide Web: <http://www.nytimes.com/2001/06/06/opinion/06WED2.html>



Applying the Skill

Creating Bibliographic Entries

DIRECTIONS: Read the following book and magazine article information. Then, write a bibliographic entry for each in the space provided.

Book title: *Among the Volcanoes*
Author's name: Omar S. Castaneda
Publisher: Yearling Books
Place of publication: New York, NY
Copyright date: 1993

1. _____

Article title: "Bush Shows Foreign Policy Muscles in Brussels"
Author's name: Tony Karon
Periodical: *Time.com*
Date of retrieval: June 14, 2002
Internet address: <http://www.time.com/time/world/article/0,8599,130363,00.html>

2. _____



Practicing the Skill

EXERCISE A

Preparing a Working Bibliography

DIRECTIONS: Prepare a separate bibliographic entry on an index card for each of the following sources.

1. A book entitled *The Lewis and Clark Expeditions* by Beth Taylor, published by the Historical Perspectives Company in Boston, Massachusetts, in 1958.
2. A magazine article by James Mellon entitled "Where Will the Oil Spills Leave Us?" printed in *Environmental Age* magazine, Volume 26, Number 8, August, 1989. The article appears on pages 56–62.
3. An online article entitled "Psychache," by Thomas Curwen, from the online version of the *Los Angeles Times Magazine*, published June 3, 2001. Use the current date as the date of retrieval. The article was found at <http://www.latimes.com/print/magazine/20010603/t000046327.html>.

4. A novel entitled *1876* by Gore Vidal, published by Random House, New York, in 1976.
5. A book entitled *On Death and Dying* by Elisabeth Kübler-Ross, published by Collier Books, New York, in 1997.

EXERCISE B

Writing and Understanding Bibliographies

DIRECTIONS: In the spaces provided, write bibliographic entries for each of the following descriptions. Then answer the questions that follow.

1. The book you read most recently

2. An article from your favorite magazine

EXERCISE C

Understanding Bibliographic Forms

DIRECTIONS: Read the bibliographic entries below. Then answer the questions that follow.

Source: Laughlin, Chuck, Karen Sage, and Marc Brockmon. *Samurai Selling: The Ancient Art of Service in Sales*. New York: St. Martin's Press, 1993.

1. Who is the author of this source? _____
2. What does the date "1993" refer to? _____
3. What is the title? _____

Source: Brown, John Seely and Paul Duguid. "How to Capture Knowledge Without Killing It." *Harvard Business Review*, 78(3) (May/June 2000): 73.

4. From what type of source was this bibliographic entry created?

5. What page does the article begin on? _____
6. What is the title of the article? _____

Using Primary and Secondary Sources

LESSON 4



Learning the Skill

After choosing a research topic and creating a working outline, use the library or the Internet to find information. In your research you will likely use both primary and secondary source materials. A *primary source* is an original source such as a historic document, a diary, letters, an autobiography, an article of clothing, or a photograph. A *secondary source* is something written about a primary source, such as a newspaper article, a book review, a biography, or a history textbook. Secondary sources tell about an event that the writers did not participate in or witness.



Analyzing Sources

To analyze the information contained in primary and secondary sources, use the following steps:

- *Consider Accuracy:* Primary sources do not always give the most accurate account of an event, usually because the creators do not anticipate that their work will be so important. Use information in secondary sources or other primary sources to check primary sources for accuracy.
- *Consider Perspective:* The creators of primary sources look upon events from their own perspectives. Writers of secondary sources also present events from their own points of view. They emphasize events and people's reactions that they consider most important. Good researchers take into account many perspectives before drawing any conclusions about the topic.
- *Consider the Whole:* As a researcher, you may have to put together pieces of information that seem to make no sense at first. Using both primary and secondary sources allows you to consider the whole picture.

The following table lists examples of different types of primary and secondary source information.

Example	Possible Primary Sources to Use	Possible Secondary Sources to Use
Historian studying the Korean War	Diaries, correspondence, diplomatic records, and photographs	Articles in periodicals (scholarly journals, popular magazines, and newspapers), books, and the Internet
Student report on the Lewis and Clark Expedition	The field diaries that Lewis and Clark kept, correspondence, interviews with the crew, and the act of Congress (in the congressional record) appropriating funds for the expedition	Articles in periodicals (scholarly journals, popular magazines, and newspapers), encyclopedias and other reference books, biographies, and the Internet



Applying the Skill

Analyzing Points of View

DIRECTIONS: As you research, one of your tasks will be to analyze the point of view or bias of the person presenting source information. Read the following passages from two Canadian newspapers, then answer the following questions in the spaces provided.

SIR SAM STEPS DOWN!

Toronto Times, November 1916

Sad news was announced in Ottawa today. Sir Sam Hughes is no longer the minister of Militia. The prime minister, bending to howls of criticism from Quebec, has dismissed this able, competent minister. Hughes has done more for the war effort than any other Canadian. He has recruited thousands of volunteers and raised thousands of dollars.

Canada entered the war with only 3000 in the armed forces. By the end of 1915, thanks to Sir Sam's tireless energy and inspired leadership, more than 200,000 of our noble sons have taken their places on the battlefield.

HUGHES FIRED FROM CABINET

Montreal Matin, November 1916

At long last, Prime Minister Borden has done the honorable thing! He has thrown Sir Sam Hughes, his incompetent minister of Militia, out of the Cabinet. Now, Hughes will be unable to do any more damage to Canadian unity. Hughes, more than any other person, has divided and torn this country apart with his policies.

Hughes has managed to antagonize everyone in Quebec. Those French Canadians who have volunteered for the English war have been insulted. How can Hughes and other Canadians expect French Canadians to join in the war effort when they are treated so poorly?

1. Did the writer of “Sir Sam Steps Down” support or oppose Sir Sam Hughes? What words did the writer use that indicate the writer’s point of view?

2. Did the writer of “Hughes Fired From Cabinet” support or oppose Sir Sam Hughes? What words did the writer use to indicate point of view?

3. What facts do both writers agree upon?

4. Why is it helpful to find more than one source when conducting research?



Practicing the Skill

EXERCISE A

Contrasting Primary and Secondary Sources

DIRECTIONS: Abraham Lincoln, the sixteenth president of the United States, wrote the following autobiographical sketch in a letter to a friend in late December 1859. Find a secondary source relating to education in rural America in the first half of the nineteenth century, and answer the questions on the next page in the spaces provided.

“My father, at the death of his father, was but six years of age; and he grew up, literally [sic] without education. He removed from [left] Kentucky to what is now Spencer County, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a wild region, with many bears and other wild animals, still in the woods. There I grew up. There were some schools, so called; but no qualification was ever required of a teacher beyond “readin, writin, and cipherin” [arithmetic] to the Rule of Three. If a straggler supposed to understand latin happened to sojourn in the neighborhood, he was looked upon as a wizzard [sic]. There was absolutely nothing to excite

ambition for education. Of course when I came of age I did not know much. Still somehow, I could read, write, and cipher to the Rule of Three; but that was all. I have not been to school since. The little advance I now have upon this store of education, I have picked up from time to time under the pressure of necessity.”

1. List the secondary source(s) you found relating to education in America during this period in Lincoln’s life.

2. Describe Lincoln’s formal education.

3. How does Lincoln’s formal education compare to education in general in rural America during this time?

4. What perspectives do the primary and secondary source(s) supply?

EXERCISE B

Finding Primary Sources in Your Life

DIRECTIONS: Find a primary source that relates to your family. It may be your grandmother’s diary, an old family photograph, a watch that belonged to a great-uncle, or a family member’s wedding certificate. Analyze the source by answering the following questions.

1. Describe the primary source. What is it? When was it created? To whom did it belong? To whom does it now belong?

2. Explain why this object is a primary source.

3. What did you learn about the person to whom the source originally belonged?

4. How important do you think this object is to your family?

5. What other pieces of information would give you a more complete picture of the person?

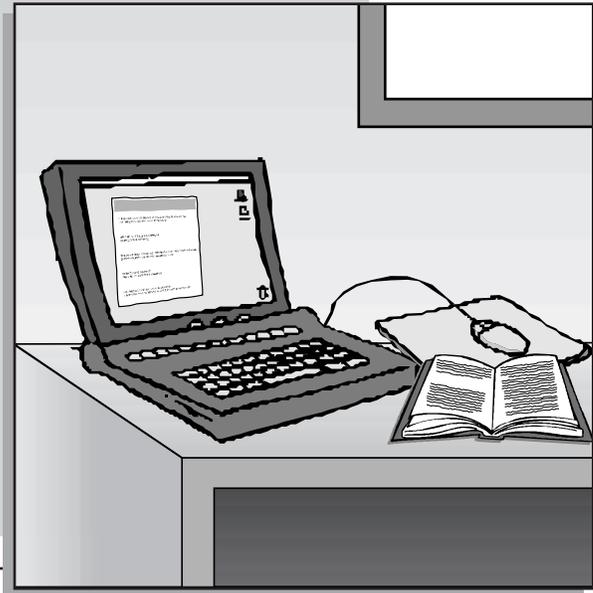
Taking Notes and Summarizing Information

LESSON 5



Learning the Skill

After locating sources of information, you are ready for note taking. It is impractical to take notes on every single sentence you read in each book or article. You must decide which information will be most important to you. Even though every detail you jot down may not end up in the final draft of your report, you should still have a rough idea along the way of the kind of information that will help you most. Refer to your working outline as you are doing your research.



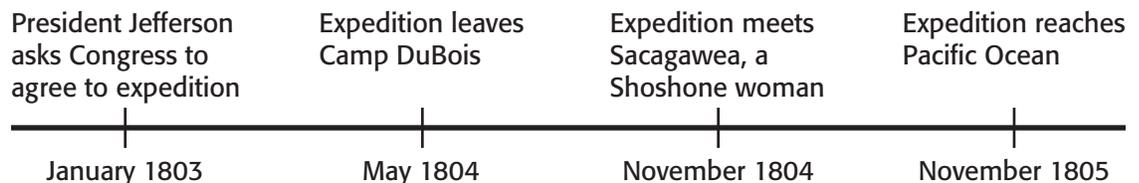
Paraphrasing and Plagiarism

When taking notes, it is essential that you record information accurately. This does not mean, however, that you should copy passages word for word on your note cards. Unless you are quoting a source directly, you must paraphrase the information so it is in your own words. If you quote a passage directly without crediting the author, you are guilty of plagiarism, a serious offense.

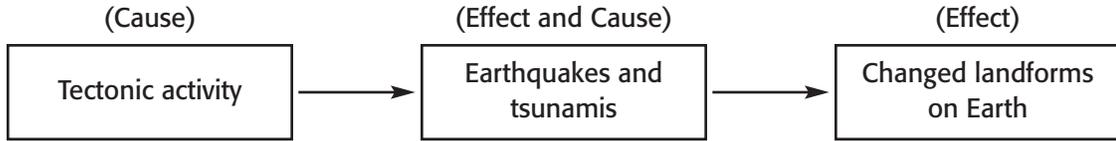
Effective Note Taking

Effective note taking involves breaking up information into meaningful parts so that it can be understood and remembered. Several forms of note taking are described below.

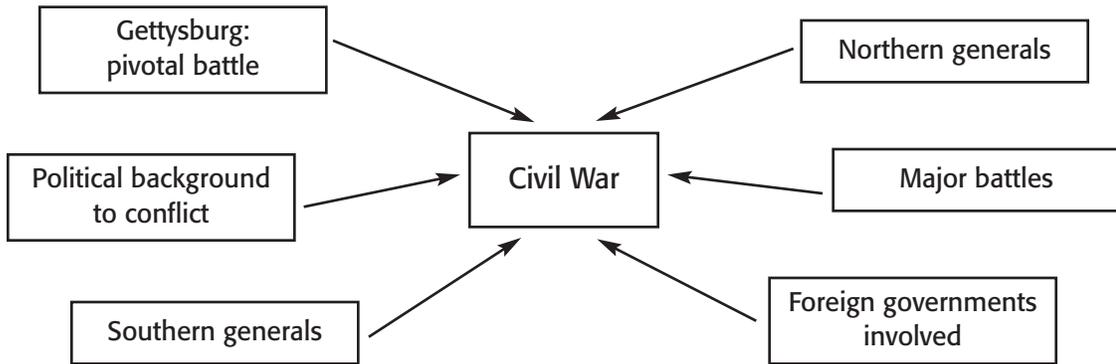
- **Time Line**—A time line organizes events into chronological order. The time line below is a chronological outline of the Lewis and Clark expedition.



- **Cause-and-Effect Chart**—This chart identifies connections among events.



- **Concept Web**—This graphic organizer shows different aspects of a general topic or theme.



- **Category Chart**—A category chart puts information into specific categories.

	Number of Adults with Internet Access Only at Home (in thousands)	Number of Adults with Internet Access Only at Work (in thousands)
1997	25,500	22,931
1998	37,047	29,791
1999	53,719	38,930

- **Outline**—An outline organizes information into main ideas, sub-topics, and supporting details.

A Report on Weather Forecasting

- I. Historical Issues
 - A. Weather Lore
 - 1. Phases of the moon
 - 2. Reactions of people to weather
 - B. Technological advances—weather forecasting practices
- II. Basic Practices
 - A. Observations and reports
 - B. Analyzing weather charts
- III. Techniques Used in Short-Range Forecasting
 - A. Computation of displacements
 - B. Forecasting based on physical theory

- **Keeping Note Cards**—Record each important note on its own index card. The card should contain four items of information.
 1. The title of the book or article from which the information has been taken and the name of the author
 2. The exact page numbers or exact Web site address where the information can be found
 3. A brief heading that indicates the content of the note
 4. The note itself, with quotes around it if you are quoting a passage directly. When paraphrasing, summarizing, or taking notes with any of the techniques described above, remember to give credit to the source of the information.



Applying the Skill

Paraphrasing a Passage

DIRECTIONS: Take notes on the important information in each passage below. Summarize the important information using your own words.

1. President Herbert Hoover held office when the Depression began. He believed that business, if left unsupervised by the government, would correct the weaknesses of the economy. He vetoed several bills intended to relieve the Depression because he felt they gave the federal government too much power.

2. The government, President Franklin Roosevelt maintained, should take an active role in combating the economic condition called the Depression. Roosevelt ordered the Congress to work overtime to create legislation to counter the effects of the severe economic downturn. The New Deal was the name given to Roosevelt's program. Help the poor, create jobs, and change the government, these were the goals of the New Deal.



Practicing the Skill

EXERCISE A

Making Note Cards

DIRECTIONS: Create separate note cards for each of the following passages.

- Perhaps the most historic moon walk ever was the first. It occurred on July 20, 1969, after the Apollo 11 lunar module, called *Eagle*, landed on the rocky plain called the *Sea of Tranquility*. As millions of people around the world watched on television, Neil Armstrong stepped onto the moon’s surface declaring, “That’s one small step for man; one giant leap for mankind.” Next Edwin Aldrin stepped onto the moon and described it as “magnificent desolation.”

Val Mason. *Spacewalk*. Published in 1990 by Doubleday in New York. Quote found on page 77.

- The drama of the Lewis and Clark venture so occupied the public’s attention that other significant explorations of the West during the same period went almost unnoticed. In 1804, as Lewis and Clark ascended the Missouri, a group of adventurers, led by William Dunbar and a Philadelphia chemist named Dr. George Hunter, moved up the Red River.

Illustrated History of the United States. Published in 1988 by Dell Publishing Company. Quote found on page 512.

EXERCISE B

Working With Note-Taking Forms

DIRECTIONS: Read the following passage and then fill in each of the note-taking forms that follow.

The war in Europe ended with 16 American armored divisions in the field: one in Italy and the other 15 on the western front. These divisions, together with the 44 independent tank battalions and 61 tank destroyer battalions in Italy and western Europe represented roughly one-fourth of the American ground forces assembled against Germany.

- Category Chart

	Armored Divisions in Western Europe	Armored Division in Italy
At end of war in Europe		

2. Note Cards

Camp Colt to Desert Storm: The History of U.S. Armored Forces. Hofmann and Starry. Page 178.

Topic: Armored U.S. Forces in Europe at End of War

EXERCISE C

Completing a Time Line

DIRECTIONS: Complete the time line below to take notes on the following passage.

The first day of battle, July 1, 1863, saw considerable fighting in the area because of the Union use of newly issued Spencer repeating carbines, heavy casualties on each side, and the simultaneous conclusion by both commanders that Gettysburg was the place to fight.

On the second day there were a great number of desperate attacks and counterattacks in an attempt to gain control of such locations as Little Round Top, Cemetery Hill, Devil's Den, the Wheatfield, and the Peach Orchard. There were again heavy losses on both sides.

On the third day some 15,000 Confederate troops assaulted Cemetery Ridge, held by about 10,000 federal infantrymen. The Southern spearhead broke through and penetrated the ridge, but there it could do no more. Critically weakened by artillery during their approach, formations hopelessly tangled, lacking reinforcement, and under savage attack from three sides, the Southerners retreated, leaving 19 battle flags and hundreds of prisoners. On the night of July 4 Lee, taking advantage of a heavy rain, started retreating toward Virginia.



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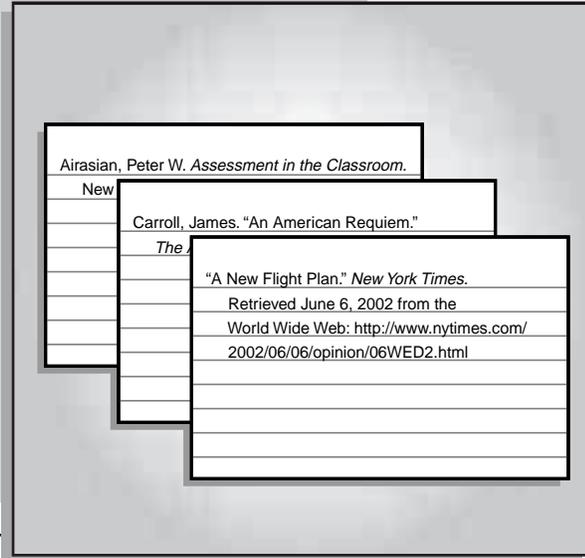
Organizing a Research Paper

LESSON 6



Learning the Skill

With your research complete, you can begin the process of organizing your thoughts and ideas. You will first organize your note cards into a logical order. The order you use will depend on the type of paper that you are writing. In most cases, you will organize your note cards by topic. Then you will create a formal outline to give structure to your report. You will use your final outline to guide you as you write the report.



Arranging Your Note Cards

As you research the topic for a research report, you will create many note cards. You need to organize them before you begin writing the report. Begin by reading all the headings you used on the cards to indicate the contents of the notes. Group together cards that share the same or similar headings. Now you are ready to write an outline.

The Function of an Outline

An outline is a powerful tool that helps you organize your ideas. When you outline material, you place the ideas and facts you have collected in your research in a logical order. Outlining also gives you the opportunity to try different arrangements of ideas before you begin writing the paper.

Writing an Outline

To create a formal outline, you must follow a standard format. Use Roman numerals for main ideas. Use capital letters for outlining supporting ideas under each main idea. Use numbers for supporting details and lower-case letters for examples. Each level should have at least two entries and be indented from the level above. See the example below.

- I. Main Idea
 - A. Secondary Idea
 - 1. Supporting Detail
 - 2. Supporting Detail
 - B. Secondary Idea
 - C. Secondary Idea

An outline for a report on the stock market crash of 1929 might look like this:

- I. Causes of crash
 - A. Stock values doubled from 1925–29
 - B. Speculators bought on credit
 - 1. Bought stocks “on the margin”
 - 2. Investors threw caution to the wind when investing
 - C. Stock values became worthless
- II. Events of October 29
 - A. Blue chip stocks fell 50 percent
 - B. Buyers panicked and sold stocks
 - 1. Out-of-town banks and corporations called in \$150 million of loans
 - 2. People began selling their stocks as fast as they could
 - C. Losses totaled \$26 billion
- III. Effects of crash
 - A. Speculators lost savings
 - B. Banks ran out of money
 - C. Unemployment rose

Keeping All Note Cards

Even after you have completed your outline, do not throw away any note cards that now seem unnecessary. You are still in the planning stages of your report. As you continue to develop your work, you may wish to add a piece of information you originally eliminated.



Applying the Skill

Ordering Main Ideas

DIRECTIONS: Read each list of main ideas for a research report below. Arrange the ideas in the best logical order on the blank lines of an outline provided. Be prepared to explain why you chose the order you did.

1. Topic: Building the Great Wall of China

- Begin construction on the wall I. _____
- Collect building materials II. _____
- Survey the land III. _____

2. Topic: The Louisiana Purchase

U.S. pays France \$15 million I. _____

U.S. flag flies over New Orleans, December 1803 II. _____

Spain gives land to France in 1800 III. _____

Impending war with England makes France hungry for cash IV. _____



Practicing the Skill

EXERCISE A

Outlining Main Ideas and Details

DIRECTIONS: Organize the items below into an outline with three main ideas. Write your outline in the spaces provided.

Judicial branch

The decision may be appealed as far as to the Supreme Court.

A lawbreaker is caught.

The judge passes sentence on the defendant.

Lawmakers discuss the proposal.

Bill is signed by the president.

Legislative branch

The jury finds the defendant guilty or not guilty.

Bill becomes a law.

Executive branch

The lawbreaker is arrested.

The proposed bill is voted on.

Someone proposes a new law.

The lawbreaker is brought to court for trial.

Bill is sent to the president for approval.

The defendant is tried before a judge and jury.

The Supreme Court rules on the constitutionality of the law.

I. _____

A. _____

B. _____

C. _____

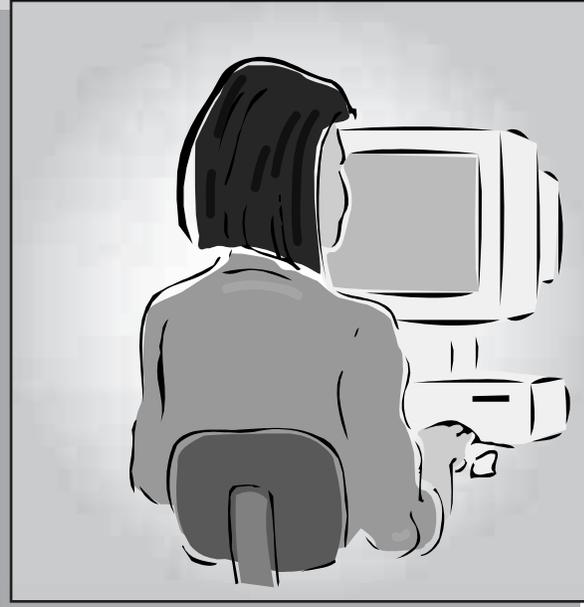
Writing a Paragraph

LESSON 7



Learning the Skill

The basic unit that you will use to express your ideas is the paragraph. When you are writing a paragraph for a research report, select one of the topics in your outline and review the information on the note cards for that topic. Think about what you have learned and decide what information you want to communicate to your readers. Your paragraph will include a topic sentence and one or more supporting sentences. The supporting sentences provide facts, examples, and ideas that relate to the topic.



Topic Sentences

A paragraph is one or more sentences that express a single thought or main idea. The main idea should be stated clearly in a **topic sentence**. The topic sentence is most commonly placed at the beginning of the paragraph, although it sometimes may be placed in the middle or at the end of a paragraph.

A topic sentence at the beginning of the paragraph helps the reader to see the connections between the evidence that follows and the main idea that is developed. A topic sentence at the end of the paragraph can serve as a summary of the evidence presented; the reader is left with a final impression of the key organizing idea. A topic sentence in the middle of the paragraph is often one that needs one or two sentences preceding it to introduce the concept it presents.

The other sentences in the paragraph contain the details supporting the topic sentence. In long paragraphs the final sentence will sometimes be a *clincher sentence*, which restates or summarizes the material in a clever or memorable way. When the topic sentence is the final sentence, it acts in this way.

Below is the main idea for a paragraph about the English colonies.

MAIN IDEA: The English colonies in America all were ruled by both the king and Parliament, but they differed in the types of charters they had.

This idea suggests that the writer's purpose in the paragraph will be to show contrasts in the governmental structure of the English colonies. One

way to focus on the contrasts is to begin with a reference to points of likeness and then move on to points of contrast. A possible topic sentence that would move from likenesses to differences is as follows.

TOPIC SENTENCE: The English colonies in America were alike in that they were all ruled by the English king and Parliament, yet each colony was different in the way in which it was chartered.

This topic sentence directs the reader's attention to contrasts that will be developed with facts and examples as evidence.

Organizing a Paragraph

Evidence supporting a topic sentence may be organized in several possible ways, depending on the nature of the topic.

- *Chronological order* presents evidence in time order from oldest to most recent or most recent to oldest event or fact.
- *The order of importance* presents supporting evidence in a ranking from least to greatest in importance or from greatest to least in importance. This method is very useful in persuasive writing.
- *Cause-to-effect* or *effect-to-cause* order presents an event as the result of one or more events that preceded it. A paragraph may be organized in order from causes to effects or from effects back to causes.
- *Comparison or contrast* presents two things shown to be similar (comparison) or different (contrast) in certain ways. One method of organization is to present all the characteristics of one thing before presenting comparable characteristics of the other thing. Another method is to compare or contrast the two things point by point.
- *Spatial order* presents descriptive details as they might be seen by the eye as it moves in space, viewing from the outside in, from the inside out, from left to right, and so on.



Applying the Skill

Organizing a Paragraph

DIRECTIONS: On the line after each topic below, write a possible method of paragraph organization. For some topics, more than one method is possible.

1. Events leading to the bombing of Pearl Harbor
-

2. Major differences between Tories and Whigs in nineteenth-century England

3. A walk through Westminster Abbey

4. Why history should be a major part of every student's curriculum

5. A day in the life of a Confederate soldier



Practicing the Skill

EXERCISE A

Identifying the Features of a Paragraph

DIRECTIONS: Below is an example of a paragraph about the English colonies in America. The sentences are numbered to help you answer the questions that follow. Read the paragraph and then answer the questions in the spaces provided.

(1) The English colonies in America were alike in that each was ruled by the English king and Parliament, yet each was different in the way in which it was chartered. (2) Eight of the colonies were *royal colonies*, in which control was put directly in the hands of a governor given authority from the king. (3) New Jersey, New Hampshire, New York, Massachusetts, Virginia, Georgia, North Carolina, and South Carolina were royal colonies. (4) Three colonies—Maryland, Delaware, and Pennsylvania—were *proprietary colonies*. (5) In a proprietary colony the charter established control through one person, called a proprietor, who received the land and authority from the king. (6) The other two colonies, Rhode Island and Connecticut, were *corporate colonies*. (7) The distinguishing feature of a corporate colony was that its charter was granted, not to a single person, but to a group of colonists. (8) As a result, the corporate colonies enjoyed greater freedom than did either the royal or proprietary colonies.

1. Which is the topic sentence? _____

2. Which sentences present examples? _____

3. Which sentences present facts? _____

4. Which sentence is the clincher? _____

5. What new idea is expressed in it? _____

Writing a Rough Draft

LESSON 8



Learning the Skill

After you have researched your topic and organized the information you have collected into an outline, you are ready to write a rough draft of your report or essay. A rough draft is the first written draft, or version, of your essay or report.



Writing the First Draft

Start with the body, or middle part, of the report. (Later you will add an introduction and a conclusion.) Follow your outline as you write. Present each main idea and its supporting details in a separate paragraph of your research paper.

Read the following draft of a report on the stock market crash of 1929 (outlined in Lesson 6, page 23).

The reasons for the crash of 1929 date back several years before the disaster. Between 1925 and 1929, stocks generally doubled in value. It was an “age of grand prosperity.” As stocks rose, speculators bought more on credit, or margin. These buyers had no assets to back their purchases. As a result, their stocks became worthless slips of paper after the stock market crashed.

On October 29, 1929, the bottom fell out of the market. Blue chip stocks fell 50 percent. Investors panicked and tried selling their stocks, but there were no buyers, so everyone was left with huge losses. The losses totaled \$26 billion, which one market official called a “monumental disaster.”

The effects of this disaster were far-reaching. Many speculators lost their entire investments. Banks also went broke after customers rushed to withdraw their savings. Unemployment rose throughout the United States, leaving many families homeless.

Writing an Introduction, a Conclusion, and a Title

After the body of the paper is completed, an introduction and conclusion are needed. If your entire report is only three or four paragraphs long, your introduction and conclusion might be just one sentence each. For a longer report, you may wish to write individual paragraphs as introductions and conclusions.

The *introduction* should lead readers into the main ideas of the report.

INTRODUCTION: A number of significant causes and effects surround the disastrous stock market crash of 1929.

The *conclusion* should summarize the main ideas of the report.

CONCLUSION: In short, the crash of 1929 built up dramatically, occurred dramatically, and left a dramatic impact on the future of the United States.

Finally, you need to supply a title for your report. Choose one that best describes your subject matter. A title may be straightforward or creative.

For example: The Stock Market Crash of 1929
The Resounding Crash of '29
The Day the Market Hit Bottom



Applying the Skill

Writing the First Draft

DIRECTIONS: In the spaces provided, answer the questions below about the first draft of the report on the stock market crash of 1929.

1. What is the main idea of paragraph 1?

2. What details support the main idea in paragraph 1?

3. What is the main idea of paragraph 2?

4. What details support the main idea in paragraph 2?

5. What is the main idea of paragraph 3?

6. What details support the main idea in paragraph 3?

7. Does the draft follow the order of its outline?



Practicing the Skill

EXERCISE A

Writing the First Draft

DIRECTIONS: On a separate sheet of paper, write a three-paragraph body (for a report based on the outline entitled “How Our Constitutional System Works” (Lesson 6, Exercise A, page 24).

EXERCISE B

Writing an Introduction, a Conclusion, and a Title

DIRECTIONS: Follow the instructions below for completing the draft you began in Exercise A above. Write your own answers in the spaces provided.

1. Write a one-sentence introduction to the report.

2. Write a one-sentence conclusion to the report.

3. Write two possible titles to the report.

Revising/Editing a Draft

LESSON 9



Learning the Skill

Although you may want to quickly write your final draft of a report or essay after you research, write an outline, and create a rough draft, it is best to put it aside for a day or so. Before writing the final draft, you need to proofread and revise your work.

On October 29, 1929, the bottom fell out of the market. Blue chip stocks fell 50 percent. Investors panicked and tried selling their stocks, but there were no buyers, so everyone was left with huge losses. The losses totaled \$26 billion, which one official market called a "monumental loss." The effects of this disaster were far-reaching. Many speculators lost their entire investments, banks also went broke after customers rushed to withdraw their savings. Unemployment rose throughout

Proofreading and Revising a Rough Draft

Proofread—**Proofreading** means checking for grammatical and punctuation mistakes. Read your draft while looking for the following:

- spelling errors
- grammatically correct sentences
- appropriate capitalization
- correct punctuation

Revising—After proofreading, you are ready to revise your draft. When you **revise**, you review and improve your writing. As you revise, ask yourself the following questions:

- Is the writing clear? Is the language specific and descriptive?
- Is the paper well organized? Have I followed my outline accurately? What changes, if any, do I wish to make in the organization of the content?
- Is the content accurate? Have I summarized the information correctly? Have I summarized the information by using my own words?
- Does my report have a title, an introduction, a body, and a conclusion?

After you proofread and revise your rough draft, you may want to move sentences or change them, add or delete information, or rewrite parts of your report to improve it.

Getting the Report into Proper Form

When preparing your final draft, be sure to follow any special guidelines set forth by your teacher. For example, if your report is typed, you may be asked

to double-space your lines. You may also be asked to leave a specified margin, such as one inch, at the top, bottom, and sides of each page. Also, check your final draft for any errors in spelling, grammar, punctuation, and style.

Preparing a Title Page

Many reports call for a *title page* that presents, on a separate sheet of paper, (1) the title of your report, (2) your name, (3) your class, and (4) the date of your submission.

EXAMPLE:

The Battle of the Bulge

by James Naughton

Social Studies II J

March 6, 2002

Preparing a Final Outline

In addition to your final draft, some teachers require the submission of a final outline. This enables the instructor to get a quick overview of the content of your paper. Be sure your final outline lists only those main ideas and details you ended up including in your report.



Applying the Skill

Getting the Report into Proper Form

DIRECTIONS: Put a check mark in front of the tasks you must complete when preparing a final draft of an essay or research report.

- _____ 1. Narrow your subject to one that is suitable for a research paper.
- _____ 2. Space your lines according to the teacher's instructions.
- _____ 3. Develop a working bibliography.
- _____ 4. Identify the main idea of each paragraph in your report.
- _____ 5. Leave margins as indicated by the instructor.
- _____ 6. Check for spelling, grammar, punctuation, and style.
- _____ 7. Identify your audience and your purpose for writing the paper.
- _____ 8. Write each bibliography on a separate index card.
- _____ 9. Provide a title page for the report.



Practicing the Skill

EXERCISE A

Revising a Passage

DIRECTIONS: The sentences in each passage below have been scrambled. Unscramble the passages. First, number each sentence and write the correct order of the sentences in the blanks below. Then find what you think is the topic sentence for each passage and write it below.

Passage 1: About 1800 she was captured by a party of Hidatsa (Minitari) Native Americans and taken to their village in the region of the upper Missouri River in present-day North Dakota. Dates of her birth range from 1780 to 1790 in various sources. Her birthplace also appears variously as western Montana or eastern Idaho. Historians have had difficulty separating the facts from the body of folklore that have made this brave and much-honored woman a popular heroine.

1. Write the sentences in the correct order.

2. Topic Sentence:

Passage 2: When a boat was tipped over, she rescued the journals, medicines, and other valuables that had washed overboard. In return, Lewis and Clark named a river “Bird Woman’s River” in her honor. Sacagawea proved to be a significant asset. She identified plants for the explorers and searched for edible fruits and vegetables to supplement their diet. Her fortitude in the face of hazards and deprivations later became legendary.

3. Write the sentences in the correct order.

4. Topic Sentence:

Writing a Final Bibliography

LESSON 10



Learning the Skill

In Lesson 3 you created a working bibliography of all the sources you consulted as you gathered information for your report. Your final bibliography lists only those sources you used in your report. Bibliographic entries should be listed alphabetically. The second line of an entry should be indented. Skip a line after each entry. Follow the standard format below when writing your bibliography.



Format for Bibliographies

- Book entry—Author's last name, first name. *Full title*. Place of publication: Publisher, copyright date.

Example: Caruso, Sandra, and Susan Kosoff. *The Young Actor's Book of Improvisation: Dramatic Situations from Shakespeare to Spielberg: Ages 12–16*. Westport, Connecticut: Heinemann, 1998.

- Periodical entry—Author's last name, first name. "Title of Article." *Name of Periodical in which the article appears*, Volume number (date of issue): page number(s).

Example: Dowd, Janice. "I Remember When." *Perspective*, Vol. 12, No. 6 (November 16, 1982): 39.

- Online article entry—Material that has an original printed source must have the following information: Name of author (if available). "Name of the article." *Name of periodical/Web site name*. Date when you accessed the information: and Internet address for the file.

Example: "The Husbands." *The New Yorker*. Retrieved June 21, 2002 from the World Wide Web:
<http://www.newyorker.com/FICTION/>



Applying the Skill

Writing a Bibliography

DIRECTIONS: What necessary information is missing in each of the following bibliography entries? Write your answers in the spaces provided.

1. Mallow, Cynthia. "Recalling the Crash," Vol. 8, No. 11 (October 1990): 88.

2. Cramer, Jason. *FDR and the New Deal*. Troy Publishers, Inc.

3. *The Hoover Years*. Chicago: Scholarly Press, 1980.

4. Fogle, Bruce. *Training Your Dog*. New York: 1997.

5. Douglas L. Fleming, "The New Deal in Atlanta: A Review of the Major Programs." Retrieved Jun 18, 2001 from the World Wide Web.



Practicing the Skill

EXERCISE A

Evaluating Your Documentation

DIRECTIONS: Exchange drafts and source cards of the project you worked on for Exercise B, Lesson 9, with a partner. Then use the questions below to evaluate the accuracy of your partner's sources. After completing the evaluation, discuss your findings with your partner. Then use your partner's comments to improve your own documentation.

1. Read your partner's draft carefully. Focus on each piece of documented information. Ask yourself why it was documented. Can you find any examples of documented items, which are common knowledge and therefore need no source information? If so, list them.

- 2.** Can you find any facts, statistics, or quotations in your partner's draft that do not have source documentation even though they should? If so, list them.

- 3.** Does your partner follow the correct format when he or she is naming sources? Explain.

- 4.** Compare the references within your partner's draft with the information on his or her source cards and note cards. Can you find any errors? If so, list them.

- 5.** Compare the entries on your partner's list of reference works with the information on the source cards. Can you find any errors? If so, list them.

- 6.** Pick two of your partner's source cards. Go to the library or use the Internet and find the sources to which the cards refer. Check the title page and the copyright page of each source. Can you find any errors? If so, list them.

- 7.** Reread all the comments you have made about your partner's documentation. How can these observations help you to evaluate your own documentation?

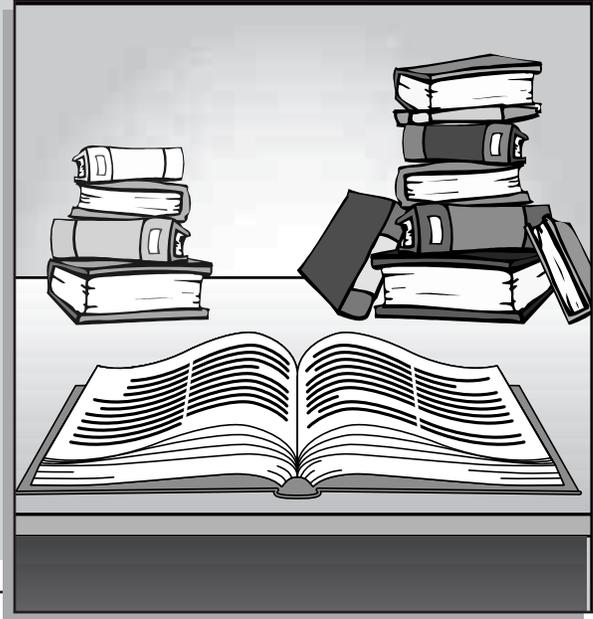
Writing a Descriptive Essay

LESSON 11



Learning the Skill

Teachers often assign writing projects that require you to describe something. Instead of simply *telling* your reader “It was so beautiful at the beach,” you *show* them its beauty by describing the shock of the water the first time the waves rolled over your feet, or how gritty the sand felt between your toes, or how the whitecaps—the tops of the waves—seemed to dance over the blue water. In short, good descriptions make the reader feel like he or she is there with you, seeing what you see, hearing what you hear, and feeling what you feel.



Describing Something or Someone

Effective description does not require a large vocabulary, but it does require attention to detail. You can use your personal experience or your imagination as a source for details. You can also do what professional writers do when they need more details: they research and take careful notes. Here are some guidelines to help you write a descriptive essay.

- Use your five senses as a guide. Focus on one of your senses at a time and ask yourself questions, such as: “What color was your grandfather’s favorite shirt?” “After you hugged your grandfather, what smell stayed with you?”
- A good description creates a *dominant impression*, or a clear, powerful, focused picture of someone or something. Since you cannot describe everything (nor would it be effective to do so), focus your description around something that will leave the reader with a dominant impression.
- Be specific in your use of language. Use specific:
 - nouns: The word *home* provides a picture that the word *residence* does not.
 - powerful verbs: People can *amble*, *saunter*, or even *promenade*. Contrast those words with the words *walked* or *moved*. The first set of verbs is more descriptive.

— exact adjectives: Instead of using the word *happy* to describe a person, you could use *overjoyed* or *blissful*.

- Use spatial order. Describe the details in an order that makes sense to the reader. If you are describing a room, you might describe the items in the room from the most important to the least important. You might use your eye as a camera and pan from left to right, or right to left, describing what your eye sees as it moves. Typical transitions that show spatial order include “in the middle,” “near the,” “to the right side of,” and “next to the.”
- Include transitions to help you create a sense of order for your description. Some examples of transition words are *beside*, *above*, *in the distance*, *nearby*, and *among*.



Applying the Skill

Revising for Effect

DIRECTIONS: Read the following passages. In the spaces provided, rewrite the passage to make it more descriptive. For example, you may use more descriptive nouns, adjectives, or verbs. You may even create a completely different picture than the one presented in the passage. (You may use information from your textbook or other sources if you want.)

1. Lebanon is a geographical find. Political conditions, however, are far from secure. The problems that followed the mid-seventies civil war weakened an already slow economy.

2. The Sequoia National Park is a good place for outdoor activities. It has nice hills and forests for camping and hiking and many streams for fishing freshwater trout. The photographer Ansel Adams took many nice photographs of the park, some of which have become well-known.

Writing Persuasively

LESSON 12



Learning the Skill

When you write persuasively, you try to change the way your readers think or feel about something. You may also try to make people take action. To persuade someone you must first grab his or her attention. Often, persuasive writers start by stating their goals. Then they back up their argument with evidence.



The Writing Process

To write persuasively, use the following guidelines.

1. **Select a topic you believe in.** It is hard to write about something you care little about or have no interest in. It is hard to persuade someone else if you yourself are not convinced. The key question to ask when selecting a topic is how strongly do you actually feel about this topic?
2. **Choose a debatable topic.** Your topic needs to be more than just interesting. People need to agree or disagree about it. It is difficult to persuade someone who is indifferent. Create a chart that lists reasons why people agree or disagree about this topic.
3. **Know your audience.** You are not writing to persuade people in general. You are writing to a particular audience. Who is your audience? How much do they know or care about this topic? What evidence will be most interesting or most convincing to them?
4. **State clearly exactly what you want your readers to think, feel, or do.** This step forces you to focus on your goal. Write your goal in the form of a topic sentence, which you can place either at the beginning of the paragraph or at the end. The reader needs a clear statement of the topic and what your position on that topic is.
5. **Support your position.** Your position will carry more weight and be more persuasive if you back it up with evidence—facts, data, and so on. Research your topic. What are the “experts” saying about this topic? What standard texts do people on both sides of the issue refer to? Who are the known authorities on this topic? Is there anyone you can interview? Do not overlook the real-life examples. More evidence is better than less evidence.

- 6. Get organized.** Persuasive writing requires good organization. Review your material and select the strongest and most convincing facts and evidence. Group your material in chunks: use an introduction, a body that supports the position statement, and a conclusion. Anticipate and answer opposing arguments. End with your strongest argument. This is the point your reader will most likely remember.



Applying the Skill

Logging Old-Growth Forests: Pros and Cons

DIRECTIONS: Suppose you are writing a persuasive report about logging old-growth forests in the Pacific Northwest. Answer the following questions in the spaces provided. You may have to complete some preliminary research.

1. What is your position about logging old-growth forests in the Pacific Northwest? Are you for it or against it? What are your reasons?

2. Write three main ideas you could include in this report both for and against logging these forests in the pro-and-con chart below.

Pros	Cons



Practicing the Skill

EXERCISE A

Preparing to Write a Letter to the Editor

DIRECTIONS: Choose a topic about which you feel strongly and write a letter to the editor of your school newspaper or local newspaper. Before you start writing, answer the following questions in the spaces provided.

1. Which side of the debate do you support?

2. Who will be the audience for your letter?

3. What do you want your readers to think, feel, or do?

4. Research the topic and list at least two pieces of evidence that support your position.

A. _____

B. _____

5. List two of the strongest arguments against your position.

A. _____

B. _____

Writing a Report That Explains a Process

LESSON 13



Learning the Skill

Directions and instructions are a part of everyday life. We follow directions when we install a new computer game or read how long to microwave our lunch. Writing directions that explain how something works or how to do something is an important skill. The following guidelines will help you write clear directions for a process.



Grilled Salmon Teriyaki

1/4 cup	soy sauce
1/4 cup	mirin
1/4 cup	sake
2 tbsp	brown sugar
1 tbsp	olive oil
4 slices	salmon fillet

1. In a shallow dish, combine soy sauce, mirin, sake, brown sugar, and oil. Add salmon and marinate 10 minutes.
2. Cook salmon on preheated barbecue oven, medium heat, 5 minutes on each side, or until cooked as desired.
3. Meanwhile, transfer marinade to a saucepan and bring to a boil. Top salmon with hot marinade and serve with daikon radishes, julienned carrots, and steamed rice, if desired.

The Writing Process

1. **Decide on the process you want to explain.** Is the process clear in your own mind? Can you perform the process yourself?
2. **Tell the reader in the beginning what the end result should look like.** This gives the reader a clear idea of what you think the end result is. It also gives the reader a clear goal.
3. **Define your terms.** As you study the process, look for any terms that may need to be explained to your audience and define them.
4. **Make a list.** Break the process down into simple, understandable steps. Number the steps and list them in the order they need to be performed.
5. **Test your list.** Before you ask others to follow your directions, follow them yourself first. Take notes as you do so. Look for steps that are out of place, steps that may have been forgotten, or important details that you omitted.
6. **Write a Rough Draft Using Transitions.** Using the list you made, write a rough draft of the process you are explaining. Transitions such as *first*, *then*, *after*, *next*, and *finally*, help the reader follow the order of the steps more easily.
7. **Test it again.** Ask someone to read and follow your directions. Take notes on which steps cause the reader to slow down, stumble, or stop reading altogether. Ask the reader to note any unclear words or sentences and to also point out any place in the process where there are gaps between steps. Include the reader's feedback in your final draft.



Applying the Skill

Writing Directions for Making a Sandwich

DIRECTIONS: Write a one-paragraph description for making a peanut butter and jelly sandwich. Then fill in the answers to the questions that follow in the spaces provided below.

1. How many steps are there in this process?

2. List the transitions you used in the paragraph.



Practicing the Skill

EXERCISE A

Writing Directions to Your Home

DIRECTIONS: You are having a birthday party at your house, and your mother has asked you to write directions to the party. Write clear directions to your house in the space provided below.

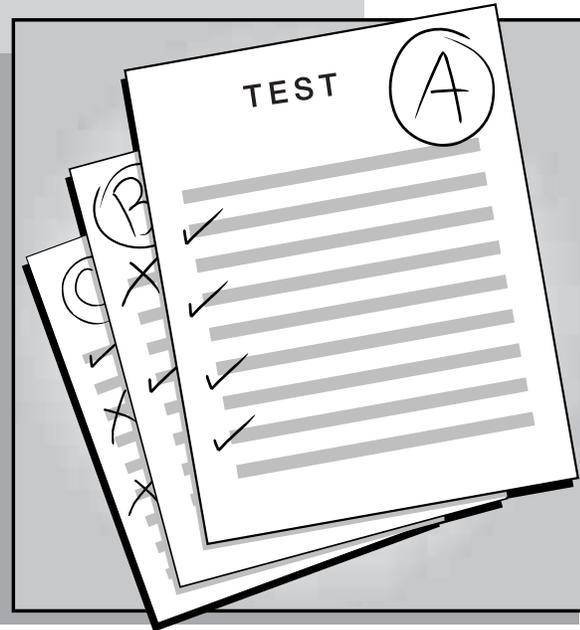
Preparing and Writing Answers to Exam Questions

LESSON 14



Learning the Skill

Unlike short-answer questions that require you to check a box or write a letter on a line, essay questions require you to check your answers for correct spelling, capitalization, punctuation, and grammar, as well as for thorough and correct responses to the questions asked. In addition, when the answers to test questions are to be written on separate sheets of paper or in separate answer booklets, it is important to check that you have placed your answers correctly.



Preparing Answers

Perhaps the single most important thing you can do to successfully take an essay test is to read the questions carefully. As you read, identify what you are being asked to do. Underlining key words can help. For example, if a question asks you to discuss the “similarities and differences” of the Civil War battles of Shiloh and Gettysburg, you are being asked to compare and contrast the battles. If you were to write about only the similarities or only about the differences, you would not have responded correctly to the question. The most common types of answers to essay questions are those that ask you to *explain*, *persuade*, *predict*, *interpret*, *compare*, *contrast*, *evaluate*, *summarize*, and *analyze*.

Very often, the wording of a question will help you to know how to structure your answer. For example, if a question asks you to summarize the Compromise of 1850, most likely your answer would consist of only one paragraph. On the other hand, if you were asked to analyze the causes of the Civil War, your answer would require several paragraphs.

Once you have determined your task, you must estimate how much time you have to accomplish it. Then you must decide on the information you will include in your answer. Jotting down this information in outline form will help you to keep of track of your essay as you write.



Applying the Skill

Defining Terms Used on Tests

DIRECTIONS: The table below lists terms most often used on tests. To successfully take tests, you must know the meaning of these terms. Complete the table below by writing the definition of each term.

Test Term	Meaning
1. explain	
2. persuade	
3. predict	
4. interpret	
5. compare	
6. contrast	
7. evaluate	
8. summarize	
9. analyze	

Identifying the Type of Answer Required

DIRECTIONS: Read each of the essay questions that follow. On the line below each question, identify the type of answer it requires. Some questions may require more than one type of answer.

1. What is meant by “manifest destiny,” and what role did it play in the development of the United States?

2. The Congress of the United States is comprised of the House of Representatives and the Senate. In what ways are these two bodies alike? In what ways are they different?

3. The Declaration of Independence is considered by many to be one of the most important documents in human history. Imagine you have been given the task of convincing someone that the statement above is true. What points would you make to support your argument?

4. There are those who are in favor of making English the “official” language of the United States and those who oppose such an idea. With which position do you agree and why?
-

5. In 1863, in his Gettysburg Address, President Abraham Lincoln said, “But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.” What did Lincoln mean by these words? Might they apply to soldiers in all wars? If so, how? If not, why?
-



Practicing the Skill

EXERCISE A

Planning an Essay Answer

DIRECTIONS: Read the essay question below. Then answer the questions that follow in the spaces provided.

The Constitution of the United States provides for a national government divided into three independent branches: the executive, the legislative, and the judicial. The purpose behind the division is to achieve a balanced government in which authority is evenly distributed among the three branches. What is the role of each branch of government? In what way does each branch balance the authority of the other two? Do you think this is a good system of government? Why or why not?

1. What type(s) of answer(s) does the question require?

2. Will your answer contain one paragraph or several paragraphs? _____
3. How much time do you think it will take to write your answer? _____
4. On a separate sheet of paper, prepare an outline for your answer.

Writing an Essay Answer

DIRECTIONS: Use your outline from Exercise A, Question 4 above to write your essay answer on a separate sheet of paper. Do not worry if your answer is not perfect. Remember that you are working under a time constraint.

Answer Key

LESSON 1

Applying the Skill

- | | |
|---------|---------|
| 1. A. 3 | 3. A. 1 |
| B. 2 | B. 3 |
| C. 1 | C. 2 |
| 2. A. 1 | 4. A. 3 |
| B. 2 | B. 1 |
| C. 3 | C. 2 |

Practicing the Skill

EXERCISE A

Answers may vary. To help students get started, tell them to pick topics with which they already have some knowledge or interest. Another way to help them get started is to have them start with a specific fact they already know about the topic. For example, a student may know that Mount McKinley in Alaska is the highest point in North America. Have the student start with that and work backward to come to a general and workable topic such as the geography of Alaska.

1. The students' teacher has assigned the writing task so the audience is the teacher. (The teacher will read and grade the paragraphs.)
2. Answers may vary. Students should realize that they should write a paragraph about a topic that explains or describes the topic. Some students who have chosen to write persuasive essays are attempting to persuade their audience to accept an argument or viewpoint.

EXERCISE B

Answers may vary. Give students enough time to answer each question thoroughly. To generate ideas, have students ask the questions in pairs or groups. Encourage them to brainstorm about several topics.

LESSON 2

Applying the Skill

1. This should be an "and" search. For example: parks and Toledo and Ohio
2. This search could use both "and" and "not". For example: beaches and Baja not California
3. Since the search is on two topics at the same time, the student should use an "or" search. For example: France or euro
4. "Toledo Spain"

Practicing the Skill

EXERCISE A

1. periodical guide
2. card catalog
3. reference books
4. reference books

5. microfilm/microfiche
6. the Internet
7. card catalog
8. reference books
9. the Internet or reference books
10. periodical guides

EXERCISE B

1. Information of this type is typically found in reference books and the Internet. This table was found in two spots, the *Statistical Abstracts* (2000 edition) and on the Census Bureau's Web site (www.census.gov).
2. 3,040,809,282
The growth rate trend has been declining since 1970.

LESSON 3

Applying the Skill

1. Castaneda, Omar S. *Among the Volcanoes*. New York, NY: Yearling Books, 1993.
2. Karon, Tony. "Bush Shows Foreign Policy Muscles in Brussels." *Time.com*. Retrieved June 14, 2002 from the World Wide Web: <http://www.time.com/time/world/article/0,8599,130363,00.html>

Practicing the Skill

EXERCISE A

1. Taylor, Beth. *The Lewis and Clark Expeditions*. Boston, Massachusetts: Historical Perspectives Company, 1958.
2. Mellon, James. "Where Will the Oil Spills Leave Us?" *Environmental Age*, Vol. 26, No. 8 (August 1989): 56-62.
3. Curwen, Thomas. "Psychache," *Los Angeles Times Magazine*. Retrieved November 12, 2002 from the World Wide Web: <http://www.latimes.com/print/magazine/20010603/t000046327.html>
4. Vidal, Gore. *1876*. New York: Random House, 1976.
5. Kübler-Ross, Elisabeth. *On Death and Dying*. New York: Collier Books, 1997.

EXERCISE B

1. Make sure students follow the format for citing a book: Author's last name, first name. *Full title*. Place of publication: publisher, copyright date.
2. Make sure students follow the format for citing a magazine article: Author's last name, first name. "Title of Article." *Name of periodical in which the article appears*, Volume number (date of issue): page number(s).

EXERCISE C

1. The authors of the source are Chuck Laughlin, Karen Sage, and Marc Brockmon.

Answer Key

2. The date “1993” refers to the date the book was first published.
3. The title is *Samurai Selling: The Ancient Art of Service in Sales*.
4. This is a bibliographic entry from a periodical.
5. The article begins on page 73.
6. The title of the source is “How to Capture Knowledge Without Killing It.”

LESSON 4

Applying the Skill

1. The writer for the *Toronto Times* was clearly a supporter of Sir Sam Hughes. The writer characterized Sir Sam Hughes as “able,” and “competent,” and applauded his recruiting “thousands of volunteers” and “thousands of dollars” for the war effort.
2. The writer for the *Montreal Matin* was clearly not a supporter of Sam Hughes. The writer wrote that Sir Sam Hughes was “incompetent,” and his dismissal would prevent him from “do[ing] any more damage to Canadian unity.” The writer comes across as angry with Sir Sam Hughes.
3. They agree that Hughes was at one time minister of militia in the Canadian government. The prime minister dismissed him from that post. Sir Sam Hughes significantly increased Canada’s involvement in the war.
4. A researcher using only one of these sources would not get an objective picture of Sir Sam Hughes and his leaving his post in the cabinet. Reading both sources, however, allows the researcher to get a more balanced understanding.

Practicing the Skill

EXERCISE A

1. Answers will vary according to the secondary source(s) the students find. Make sure the students work from a source that relates to this period in Lincoln’s life, and that they include all the data necessary to cite the source in the bibliography (see Lesson 3 for proper bibliographic formats).
2. According to the brief autobiographical sketch, Lincoln’s formal education was quite basic, consisting primarily of lessons in reading, writing, and math. He writes that he did not have fully qualified teachers. Secondary sources should provide students with more details about Lincoln’s formal education.
3. Answers will vary according to the secondary source or sources the students use. Look for students to comment on the similarities between Lincoln’s experience and students in general in rural America during this time. In other words, his experience was not unique.
4. Answers will vary. Look for students to comment on Lincoln’s matter-of-fact tone, how he provides only a bare outline of his formal education without much

comment or emotion. Look for students to attempt to analyze the perspective of their secondary sources. Is the writer sympathetic? Disinterested? Matter-of-fact?

EXERCISE B

Answers will vary according to the nature of the objects the students use. Look for students to provide general descriptions.

1. Answers will vary according to the object. A student who uses his maternal grandfather’s birth certificate as a primary source, for example, might write: This birth certificate was produced in Coleman County, Texas, in November 1918. It now belongs to my family.
2. Students should explain that the object they have selected is an original source, or a record of an event by an eyewitness.
3. Answers will vary. Using the example of the birth certificate again, a student might write: The birth certificate proves where and when my grandfather was born.
4. Answers will vary. Students will make general comments about the importance of the object to the family such as, my grandfather’s birth certificate gives me a connection to my family’s history.
5. Answers will vary. Students may not have complete information about an object: the exact year it was created, who created it, and so forth. They also might want more information about how the object originally came to belong to the family.

LESSON 5

Applying the Skill

Students should take notes on the key facts of the passages. Sample summaries are provided below.

1. When the Depression began, Herbert Hoover was president. Hoover believed that if left alone, business would solve the economic problems of the Depression. Hoover rejected proposed legislation that would have given more power to the federal government, even though those bills were intended to improve economic conditions.
2. Franklin Roosevelt believed that the federal government had the main responsibility of fighting the Depression. He called Congress into a special session to pass laws to battle the Depression. President Roosevelt’s program was called the New Deal. Its goals were to help the needy, create more jobs, and reform the government so that another depression could not occur in the future.

Answer Key

Practicing the Skill

EXERCISE A

1.

Source: Mason, Val. *Spacewalk*. New York: Doubleday, 1990.

Topic: First Moon Walk

First moon walk most historic. July 20, 1969, lunar module called *Eagle* landed in *Sea of Tranquility*.

Neil Armstrong, first human to walk on moon, said, "That's one small step for man; one giant leap for mankind."

Worldwide broadcast allowed millions to watch on TV.

(quote found on page 77)

2.

Source: *Illustrated History of the United States*. New York: Dell Publishing Company, 1988.

Topic: Other Expeditions to the West

Lewis and Clark expedition dominated nation's attention so much so that other similar expeditions received little attention.

William Dunbar and Dr. George Hunter explored the Red River during the same time Lewis and Clark traveled up the Missouri River. Dunbar and Hunter's exploits went largely unnoticed.

(quote found on page 512)

EXERCISE B

1. 15; 1

2. Student answers may vary. The note card should include most of the following.

The war in Europe ended with 16 American armored divisions in the field: one in Italy and the other 15 on the western front.

These divisions, together with the 44 independent tank battalions and 61 tank destroyer battalions in Italy and western Europe represented roughly one-fourth of the American ground forces assembled against Germany.

EXERCISE C

Student time lines may vary. The time lines should include most of the following:

- July 1 Fighting starts; heavy casualties on both sides
- July 2 Heavy fighting continues to control key battle areas
- July 3 Major Confederate assault on Cemetery Ridge fails; turning point of battle
- July 4 Confederate army retreats

LESSON 6

Applying the Skill

1.
 - I. Survey the land
 - II. Collect building materials
 - III. Begin construction on the wall
2.
 - I. Spain gives land to France in 1800
 - II. Impending war with England makes France hungry for cash
 - III. U.S. pays France \$15 million
 - IV. Flag flies over New Orleans, December 1803

Practicing the Skill

EXERCISE A

Possible outline:

- I. Legislative branch
 - A. Someone proposes a new law.
 - B. Lawmakers discuss the proposal.
 - C. The proposed bill is voted on.
- II. Executive branch
 - A. Bill is sent to president for approval.
 - B. Bill is signed by the president.
 - C. Bill becomes a law.
- III. Judicial branch
 - A. A lawbreaker is caught.
 - B. The lawbreaker is arrested.
 - C. The lawbreaker is brought to court for trial.
 - D. The defendant is tried before a judge and jury.
 - E. The jury finds the defendant guilty or not guilty.
 - F. The judge passes sentence on the defendant.
 - G. The decision may be appealed as far as to the Supreme Court.
 - H. The Supreme Court rules on the constitutionality of the law.

EXERCISE B

Answers will vary. Help students choose topics they have already been introduced to or have a lot of interest in. Check their work at each stage of the process. Students' outlines should follow the standard format for a formal outline.

LESSON 7

Applying the Skill

1. effect to cause; chronological order
2. comparison or contrast
3. spatial order
4. order of importance
5. chronological order

Answer Key

Practicing the Skill

EXERCISE A

- 1
- 3, 4, 6
- 2, 5, 7
- 8
- There was more freedom in corporate colonies.

EXERCISE B

Answers will vary. Look for students to choose a method of organizing their information that fits the nature of the information for their reports. Encourage them to experiment with several methods of organizing the information. The student's paragraph should include a strong topic sentence.

LESSON 8

Applying the Skill

- The reasons for the crash dated back several years before the disaster.
- (1) Stocks doubled in value between 1925 and 1929; (2) speculators bought on margin; (3) the stocks became worthless
- On October 29, 1929, the market crashed.
- (1) Stocks fell 50 percent; (2) investors couldn't sell their stocks; (3) losses totaled \$26 billion
- The effects of the crash were far-reaching.
- (1) Speculators lost investments; (2) banks went broke; (3) unemployment rose and people became homeless
- Yes (Remind students to compare this draft to the outline on page 23.)

Practicing the Skill

EXERCISE A

Answers will vary. Remind students that the body or middle part of the report should present the main information about the topic.

EXERCISE B

- Remind students that the introduction should lead readers into the main ideas of the report. Possible introduction: The United States Constitution set up three branches of government—the legislative, executive, and judicial branches.
- Answers will vary. Point out that the conclusion should summarize the main ideas of the report. Possible conclusion: According to our constitutional system, each of the three branches of government has specific tasks and processes that work to govern the United States.
- Answers will vary. Titles should describe the subject matter, whether they are straightforward or creative. Possible titles: How Our Constitutional System

Works; The Three Branches of Government: Constitutional Purposes and Processes; Governing the United States.

LESSON 9

Applying the Skill

The students should check numbers 2, 5, 6, and 9.

Practicing the Skill

EXERCISE A

Passage 1: Order of sentences: 3, 2, 1

¹Historians have had difficulty separating the facts from the body of folklore that have made this brave and much-honored woman a popular heroine. ²Dates of her birth range from 1780 to 1790 in various sources. Her birthplace also appears variously as western Montana or eastern Idaho. ³About 1800 she was captured by a party of Hidatsa (Minitari) Native Americans and taken to their village in the region of the upper Missouri River in present-day North Dakota.

Topic Sentence: Historians have had difficulty separating the facts from the body of folklore that have made this brave and much-honored woman a popular heroine.

Passage 2: Order of sentences: 3, 4, 1, 2, 5

¹Sacagawea proved to be a significant asset. ²She identified plants for the explorers and searched for edible fruits and vegetables to supplement their diet. ³When a boat was tipped over, she rescued the journals, medicines, and other valuables that had washed overboard. ⁴In return, Lewis and Clark named a river "Bird Woman's River" in her honor. ⁵Her fortitude in the face of hazards and deprivations later became legendary.

Topic Sentence: Sacagawea proved to be a significant asset.

EXERCISE B

Answers will vary. Look for students to include a strong topic sentence for their paragraphs, as well as an appropriate organizing method that matches the data. Tell students to use the questions at the beginning of the lesson as guidelines when they read and respond to their classmates' paragraphs.

LESSON 10

Applying the Skill

- missing the title of the periodical
- missing the place of publication; year of publication
- missing the name of the author
- missing the name of the publisher
- missing periodical or name of Web site and Internet address

Answer Key

Practicing the Skill

EXERCISE A

Remind students to focus on improperly documented information and identify undocumented information that should be documented. Also remind them to check drafts against notes and sources. Remind students that all criticism of their partners' work should be constructive.

EXERCISE B

Check that all the required information for each source is listed in the proper bibliographic format.

LESSON 11

Applying the Skill

1. Answers will vary. Look for students to use nouns, adjectives, and verbs creatively. For example, students may use “treasure” instead of “find,” “idyllic” instead of “secure,” and “sluggish” instead of “slow.” For example, “Lebanon is a geographical treasure. Political conditions, however, are far from idyllic. The problems that followed the mid-seventies civil war weakened an already sluggish economy.”
2. Answers will vary. Look for students to use nouns, adjectives, and verbs creatively. For example, students may paint a more complete picture of the park by expanding on what “nice” constitutes, or by expanding on who Ansel Adams was and describing more completely his photography and its popularity. For example, “The Sequoia National Park is a fantastic place for outdoor activities. It has looming hills and lush forests for camping and hiking and many streams for fishing freshwater trout. The photographer Ansel Adams took many powerful photographs of the park, some of which have become well-known.”

Practicing the Skill

EXERCISE A

Answers will vary. Encourage students to create a dominant impression of their classroom by focusing their description of the classroom around one theme, and using powerful verbs, specific nouns, and descriptive adjectives. Also, look for students to orient the reader using spatial ordering and transitions.

Tell students to use the information at the beginning of the lesson as guidelines when they read and respond to their classmates' paragraphs.

EXERCISE B

Answers will vary. Encourage students to focus their descriptions around one theme and use powerful verbs, specific nouns, and descriptive adjectives. Also, look for students to orient the reader using spatial ordering and

transitions. Students' revised paragraphs should show improvements on the original paragraph.

LESSON 12

Applying the Skill

1. Student answers will vary. Correct answers will state that students are for or against logging of old-growth forests in the Pacific Northwest. Correct answers will also have some well-thought out reasons for the students' positions.
2. Student answers will vary. Some correct answers are on the pro-and-con chart below.

Pro

- Logging is critical to the economy of many of the towns in the Pacific Northwest.
- Logging prevents catastrophic forest fires by clearing away dead trees and building fire roads.
- Logging allows for the harvesting and usage of wood products instead of wasting trees that grow old, grow diseased, and die.

Con

- Logging invades the habitats of native species, such as the spotted owl.
- Logging destroys irreplaceable stands of redwood.
- Logging destroys the natural beauty of old-growth forests.

Practicing the Skill

EXERCISE A

1. Answers will vary. Look for students to state clearly which side of the issue they support.
2. Answers will vary. The audience for a letter to the editor of a school newspaper may be fellow students, faculty, and staff. The audience for the local newspaper may be parents, fellow students, government officials, and so on.
3. Answers may vary. Students may want the readers to take action of some sort, such as join a letter-writing campaign, sign a petition, contribute to a fund, write their representative in the U.S. Congress, and so forth. Students may also simply wish to raise the level of awareness of the issue.
4. Encourage students to find authorities and sources on this topic who are well respected.
5. Encourage students to find the best arguments against their position that they can. Tell them that acknowledging an opponent's thoughtful point strengthens their own argument and does not weaken it.

EXERCISE B

Letters will vary. Check student letters against the questions in Practicing the Skill, Exercise A. Encourage students to write persuasively without being offensive or demeaning to their opponents in any way. Remind them that part of their goal should be simply to gain a hearing

Answer Key

and open a dialogue with someone from the opposing side. Students should use evidence from their research to support their viewpoints.

Tell students to use the information at the beginning of the lesson as guidelines when they read and respond to their classmates' letters.

LESSON 13

Applying the Skill

Answers will vary. A sample answer is as follows.

Peanut butter and jelly sandwiches are great as part of a lunch or as a stand-alone snack. To make a great peanut butter and jelly sandwich, do the following. First, start with sturdy bread, either white or wheat. If the bread is too flimsy, it cracks when you try to spread on the peanut butter. Next, spread the peanut butter evenly on one of the pieces of bread. Now you are ready for the jelly. Spread the jelly on the other piece of bread. Put the two pieces of bread together, and you have a great peanut butter and jelly sandwich.

1. Answers may vary. Remind students that often, the inclusion of additional steps helps clarify steps in a process. In the sample description above there are four steps.
2. Answers may vary. Remind students not to use the same transition over and over again but to use different ones. In the sample description the following transitions were used above: *First*; *Next*; *Now*

Practicing the Skill

EXERCISE A

Student answers will vary. Check student directions to make sure there is a process and a desired result indicated. Check for the use of transitions in the paragraphs.

- 1–6. Students and partners should use what they have learned to constructively criticize and improve each other's work.

EXERCISE B

Answers will vary. Check for students to have a clear statement of the process for whatever issue they choose. Check also for transitional words or phrases.

LESSON 14

Applying the Skill

Defining Terms Used on Tests

1. explain: to give the reason for or cause of
2. persuade: to convince someone to support your argument
3. predict: to foretell based on observation, experience, or scientific reason
4. interpret: to explain the meaning of
5. compare: to describe similar characteristics of
6. contrast: to describe different characteristics of
7. evaluate: to find the value of; to determine the significance of
8. summarize: to reduce material by retelling only the main points
9. analyze: to explain the nature or the meaning of something

Identifying the Type of Answer Required

1. explain; evaluate; analyze
2. compare; contrast
3. persuade; compare; evaluate
4. explain; persuade
5. Answers will vary. Look for use of interpretation, evaluation, summary, prediction, and analysis.

Practicing the Skill

EXERCISE A

1. explain; evaluate; compare; contrast; summarize; analyze
2. Complete answers should include several paragraphs.
3. Answers may vary. Look for a reasonable length of time, such as $\frac{1}{2}$ to 1 hour.
4. Answers may vary. Look for a well-organized outline based on the various parts to the essay question.

EXERCISE B

Answers will vary. Look for an essay that reflects the outline. The essay should include an appropriate topic sentence and clear transitions. The essay should also reflect an appropriate approach to writing the essay. For example, students should write answers that *evaluate*, *summarize*, and/or *analyze* for this question. Remind students that the final draft of timed writing exercises does not have to be perfect, but should be organized and logical.