

# LESSON PLAN OVERVIEW

## CHAPTER 1: CREATING INSIDE THE BOX: THE FORMAL ESSAY

PAGES	OBJECTIVES	RESOURCES & MATERIALS	ASSESSMENTS
<b>LESSON 1 INTRODUCING THE ESSAY</b>			
2–15	<p>1.1 Define the essence of an essay.</p> <p>1.2 Identify the structure of a five-paragraph essay.</p> <p>1.3 List the six traits of writing.</p> <p>1.4 List the biblical worldview themes for the textbook.</p> <p><b>BWS</b> Identity, Logic, Integrity, Judgment (recall)</p>		
<b>LESSON 2 PLANNING THE ESSAY</b>			
16–19	<p>2.1 Plan a five-paragraph essay.</p> <p><b>BWS</b> Logic (explain)</p> <p>2.2 Craft an effective thesis for the essay.</p> <p>2.3 Identify arguments against the thesis.</p> <p><b>BWS</b> Integrity (explain)</p> <p>2.4 Formulate three points to support the thesis.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 1: Tentative Outline</li> <li>• IA 2: Topic and Sentence Outlines</li> <li>• IA 3: Topic Outline</li> </ul> <p><b>BJU Press Trove*</b></p> <ul style="list-style-type: none"> <li>• IA 1: Tentative Outline</li> <li>• IA 2: Topic and Sentence Outlines</li> <li>• IA 3: Topic Outline</li> <li>• Video: "Essay"</li> </ul>	
<b>LESSONS 3–4 DRAFTING THE ESSAY</b>			
20–22	<p>3–4.1 Draft an introductory paragraph to the essay.</p> <p>3–4.2 Draft a body to the essay.</p> <p>3–4.3 Draft a concluding paragraph to the essay.</p>		
<b>LESSON 5 REVISING THE ESSAY</b>			
23–24	<p>5.1 Evaluate the drafted essay according to a rubric.</p> <p>5.2 Evaluate a peer's drafted essay according to a checklist.</p> <p>5.3 Revise the drafted five-paragraph essay based on evaluations.</p> <p><b>BWS</b> Judgment (apply)</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 4: Five-Paragraph Essay Rubric</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 4: Five-Paragraph Essay Rubric</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Sets of cards naming areas to consider when revising</li> <li>• Sets of cards naming actions to take</li> </ul>	

\*Digital resources for homeschool users are available on Homeschool Hub.

PAGES	OBJECTIVES	RESOURCES & MATERIALS	ASSESSMENTS
<b>LESSON 6 PROOFREADING THE ESSAY</b>			
25	<p><b>6.1</b> Proofread the five-paragraph essay by following a checklist.</p> <p><b>6.2</b> Correct the five-paragraph essay as needed.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 5: Proofreading Checklist</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 5: Proofreading Checklist</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Photos of real-life punctuation mistakes</li> </ul>	
<b>LESSON 7 PUBLISHING THE ESSAY</b>			
26–27	<p><b>7.1</b> Publish the five-paragraph essay.</p> <p><b>7.2</b> Propose answers to the Essential Question. <b>BWS</b> Logic (explain)</p> <p><b>7.3</b> Explain ways in which writing a paper is like creating a masterpiece.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A copy of each student's essay</li> </ul>	
<b>LESSONS 8–9 WRITING AN ESSAY ANSWER</b>			
27–28	<p><b>8–9.1</b> Identify the characteristics of an essay answer.</p> <p><b>8–9.2</b> Plan an essay answer.</p> <p><b>8–9.3</b> Craft an essay answer under time constraints.</p>	<p><b>Teacher Edition</b></p> <ul style="list-style-type: none"> <li>• IA 6: How to Answer Essay Questions</li> </ul> <p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• IA 6: How to Answer Essay Questions</li> </ul>	
<b>LESSON 10 TRUTH AND VALIDITY</b>			
29–31	<p><b>10.1</b> Explain the difference between truth and validity in an argument. <b>BWS</b> Logic (explain)</p> <p><b>10.2</b> Identify the components of a valid argument.</p> <p><b>10.3</b> Evaluate the truth and validity of arguments. <b>BWS</b> Logic (evaluate)</p> <p><b>10.4</b> Develop a true and valid argument about a controversial issue. <b>BWS</b> Logic (apply)</p>	<p><b>BJU Press Trove</b></p> <ul style="list-style-type: none"> <li>• Video: "Truth and Validity"</li> </ul>	<p><b>Student Edition</b></p> <ul style="list-style-type: none"> <li>• Apply the Logic (pp. 30–31)</li> <li>• Use the Logic (p. 31)</li> </ul>

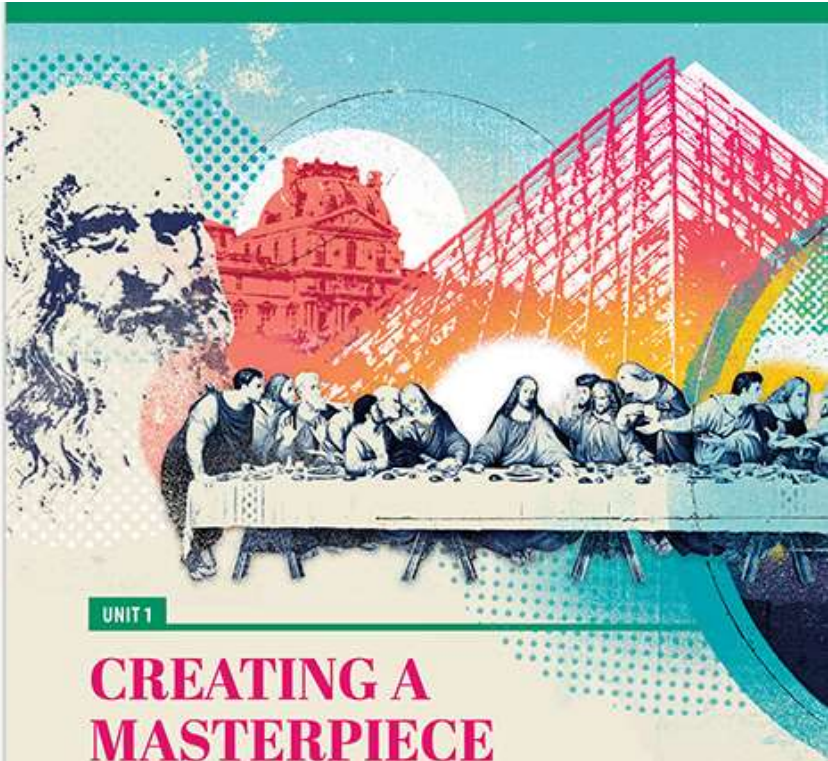
## LESSON 1

### UNIT 1

*How do I create something beautiful?*

#### UNIT OBJECTIVES

- » **Analyze** mentor texts for writing craft.
- » **Relate** knowledge of the parts of speech to real-life writing activities.
- » **Conduct** research to answer questions and collect information on a writing topic.
- » **Craft** a formal essay using the writing process.
- » **Craft** an essay answer to an essay question.
- » **Analyze** the process of creating a masterpiece.



### UNIT 1

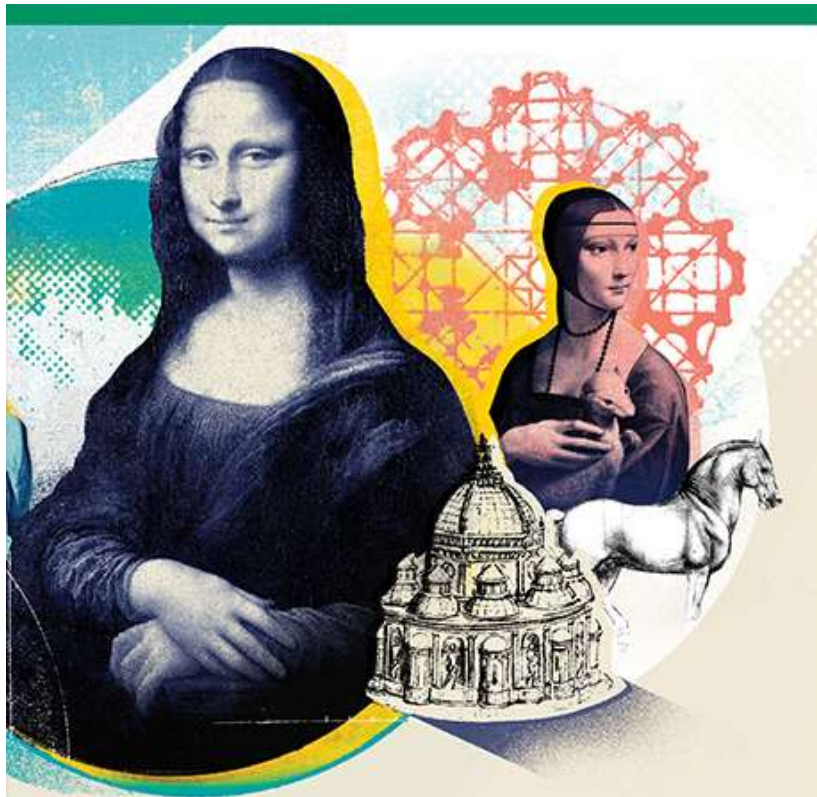
## CREATING A MASTERPIECE

*How do I create something beautiful?*

Leonardo da Vinci—in the minds of most people, the name is synonymous with two indisputable masterpieces: *The Last Supper* and the *Mona Lisa*. Chances are that if you closed your eyes right now, you could envision *The Last Supper*: Christ, the central figure, flanked left and right by His disciples at a table; apostles, responding to

His declaration that one of them would betray Him. One can almost hear the buzz and murmur among the startled and questioning men. In this large mural, painted on the wall of what was originally a chapel, Leonardo captured in detail the various facial expressions as the disciples reacted.





No more difficult is conjuring the image of the *Mona Lisa*, with her enigmatic smile and direct gaze, her right hand lying lightly over her left. While not everyone will have the opportunity to see the original, housed now in the Louvre, the iconic image abounds in Western culture. These masterpieces have inspired admiration through the centuries.

Famous in his lifetime, Leonardo continues to retain his renown, inviting questions about how and why he achieved, and is still held in, such high esteem.

On the following page, Tamra B. Orr in her book *Leonardo da Vinci: Renaissance Genius* sheds light on the artist and his methods.

## LESSON 1

### CHAPTER 1

*How does structure enhance creativity?*

#### CHAPTER OBJECTIVES

- » **Craft** a formal essay using the writing process.
- » **Compose** an essay answer to an essay question.
- » **Distinguish** truth from validity in an argument.

#### CHAPTER NOTES

In Chapter 1 the students will be introduced to the idea of a writer as an artist. They will learn about the structure of the five-paragraph formal essay and will go through the steps of the writing process to create a formal essay of their own. They will review the six traits of good writing, as well as the themes of biblical worldview shaping in this product. The students will additionally study effective strategy for an essay question and compose their own. They will be introduced to Lessons in Logic, which will appear in various chapters throughout the textbook.

## LESSON 1

Worktext pages 2–15

### LESSON OBJECTIVES

- » 1.1 Define the essence of an essay.
- » 1.2 Identify the structure of a five-paragraph essay.
- » 1.3 List the six traits of writing.
- » 1.4 List the biblical worldview themes for the textbook. **BWS**

### BIBLICAL WORLDVIEW SHAPING

**Identity, Logic, Integrity, Judgment** (recall): *Writing & Grammar 10* focuses on the biblical worldview themes of identity, logic, integrity, and judgment. (1.4)

### OVERVIEW

Students will learn the essence of an essay: opinion. They will learn the structure of a formal argument and to differentiate between a formal and an informal argument. They will review the six traits of writing. The biblical worldview themes to be developed this year—identity, logic, integrity, and judgment—are introduced.

### ENGAGE

#### Creating a Masterpiece

Lead a **discussion** on Leonardo da Vinci. Display the *Mona Lisa* or *The Last Supper*.

After the students read the unit and chapter opener on Worktext pages 2–7 silently, lead a **Think-Pair-Share** to answer the unit and chapter Essential Questions. Ask volunteers to share their answers. *Answers to the unit Essential Question may include that by yielding your talents to the Lord, He can use and multiply them, enabling you to create something beautiful. Answers to the chapter Essential Question may include that structure corals and harnesses creativity, guiding freedom of expression.*

### MENTOR TEXT



Leonardo was brilliant and accomplished in so many ways, but he was, foremost, a painter. He was a very slow painter, and he often did not finish what he had started. Still, he managed to create some of history's most famous paintings, such as the *Mona Lisa* and *The Last Supper*. He also had an impact on many other artists—both in his time and today. Art experts have identified fewer than 20 paintings that can definitely be attributed to Leonardo's hand. The fact that his huge reputation as a painter rests mainly on only a few works speaks volumes about his nearly unmatched artistic inventiveness and skill.

Why did Leonardo leave so many of his paintings unfinished? There are several reasons, but the primary one is the large amount of time he invested in planning and preparing for each project, including conducting research and creating numerous preliminary sketches and notes. . . .

In an effort to make his works appear more realistic, Leonardo kept experimenting with new ideas and approaches. This resulted in the development of two techniques that revolutionized the art of painting.

First, young Leonardo noticed that the farther away an object is from a viewer, the more its hue shifts toward the blue end of the spectrum. (This is because over a distance Earth's atmosphere variously absorbs and scatters the colors making up white light.) Leonardo also noticed that over a distance, the atmosphere appears increasingly hazy. His depiction of these atmospheric effects in his background landscapes became known as aerial perspective.

The second important technique Leonardo developed is called *sfumato* (from the Italian word *sfumare*, meaning "to tone down"). It is, as one expert said, "a fine, almost unnoticeable blur found especially over facial features, but also over landscapes. In this way, Leonardo avoided the over-sharp precision and stiffness of earlier portraiture. Tones blend into one another, and the landscape melds with the human figure, the cosmos with humanity." Leonardo used these and other techniques to great effect in a number of his later works, with particularly stunning results in his masterpieces the *Mona Lisa* and *The Last Supper*.



## LESSON 1



You might understandably wonder why *Writing and Grammar 10* begins by highlighting Leonardo da Vinci. As you read and study this book, you will realize you have more in common with this artist than you may think. A careful student of the human face and form, Leonardo turned an interesting face into a model. He created copious sketches depicting anatomy. Then, using innovative techniques, he applied paint to canvas to capture realistic images, images demonstrating the sure brushstrokes of a genius.

A writer is also an artist. He does not work in oils or tempera. Rather, words are his medium. And just as Leonardo did, a good writer observes and studies what he is to depict. His goal is to capture what is in his mind, whether real or imagined, and communicate it in words in such a way as to convey the same image in his reader's mind. Stroke by stroke, a good writer layers details, nuancing, shading, shadowing until a clear image emerges. Through the centuries, students of art have studied to understand and then mimic the innovative techniques that distinguish Leonardo's masterpieces. Just so, students looking to become adept in written expression study those who have achieved a level of mastery. Budding writers apply the proven techniques of writers who have earned distinction in the craft. Leonardo's ability to

realistically depict the human form issued from extensive knowledge deep below the surface of the human body. The artist dissected cadavers to understand anatomy. His prolific sketches, most of which have survived through the centuries, demonstrate the depth of his quest. How did the movement of muscles under the skin translate into an accurate stance or the curve of a smile?

Think of yourself this year as an apprentice. Thirst for knowledge as did Leonardo. Your understanding of the bones and sinews of grammar can aid you in forming and fitting together thoughts that flow and function rightly, enabling you to convey more accurately what is in your head and interpret it for readers. Modeling the techniques of mentor texts will make you more adept in your craft: the artistry of written expression. Your expressions may never be as renowned as *The Last Supper* or the *Mona Lisa*, but God wants you to yield your talents for Him to use and multiply to create something beautiful.





## LESSON 1

### Six Traits of Good Writing

Review the six traits of writing found on Worktext page 14. Display the names of the traits, explain a trait, and ask students to name the trait.

### Biblical Worldview Shaping Themes

Guide a discussion about distinctive characteristics of Christian writing and their internalization.

1. How is a person's identification as a Christian reflected in his writing? *Answers may include that the image of Christ is reflected in the content and style of your writing, exhibiting His person and character.*
2. How does logic relate to a Christian's writing? *Organized and clear, a Christian's writing is logical, avoiding fallacies that manipulate the reader.*
3. How can a Christian's writing mar his integrity when he disagrees with another's viewpoint? *A Christian can mar his integrity by misrepresenting another's viewpoint or by attacking his opponent rather than his opponent's argument.*
4. What enables a Christian to discern and judge soundly regarding his own, as well as secular, writing? *Internalizing biblical principles enables a Christian to show discernment and sound judgment.*

### APPLY

#### Essay Structure

Lead a discussion about the formal essay. Direct students to scan the mentor text on Worktext pages 10–13, identify it as a formal or an informal essay, and defend their answer. *The mentor text illustrates a formal essay. It has a specific structure.*

### ASSESS

#### Lesson Review

Direct students to complete an exit ticket to assess their understanding of the lesson.

1. What is the essence of essay in one word? *opinion*
2. What is the structure of a five-paragraph essay? *funnel, ending in thesis; three middle paragraphs; inverted funnel, beginning with restatement*

### Six Traits of Good Writing

Before tackling a new project, it's a good idea to stop and take stock. One goal this year is to practice and improve written expression. Let's begin, however, with a review of tools with which you are probably already familiar.



#### Ideas

The contents of a composition

#### Organization

The way in which thoughts, examples, and facts are ordered in a composition

#### Voice

The writer's unique personality and point of view expressed through his writing

#### Word Choice

The words a writer chooses to communicate specific facts, thoughts, or emotions

#### Sentence Fluency

How a writer constructs his sentences to communicate his meaning engagingly, accurately, smoothly, and with intended emphasis

#### Conventions

Guidelines (e.g., punctuation or capitalization) for the standard use of English

### Biblical Worldview Shaping Themes

This year you will build upon the four biblical worldview shaping themes introduced in *Writing and Grammar 9*: identity, logic, integrity, and judgment. Hopefully, you will not only recall these themes but also evaluate ideas within them, formulate a Christian understanding of them, and apply what you have learned about them to real-life situations. In doing so, you will be internalizing the themes and making them your own. In other words, you will be growing in Christlikeness—a Christian's highest goal.



Photo: iStockphoto.com/Scott G. Fisher

3. List the six traits of writing. *ideas, organization, voice, word choice, sentence fluency, and conventions*
4. Identify the four biblical worldview themes for the textbook. *identity, logic, integrity, and judgment*

Assign students to read Worktext pages 16–19 before the next class.

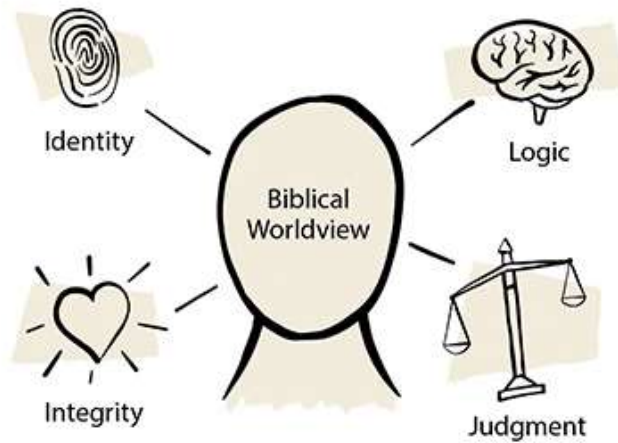
## LESSON 1

### Identity

You are a unique individual, and this year you will be continuing to develop your unique writing style, a style by which you can be identified. If you are a Christian, you bear the image of Christ. Your identity as a Christian should be reflected in the content and style of your writing. As you identify with Christ to a greater and greater degree, your writing will more accurately reflect His person and His character.

### Logic

God has gifted human creation with the power of logic and intends that it be used in the service of truth. When a writer organizes his ideas and expresses himself clearly, a reader can logically follow the content. Unfortunately, many writers and speakers use fallacious logic to manipulate others to accept error. You will be taught this year to discern errors in logic and will be challenged to be ethical in your own use of this powerful tool.



### Integrity

The Christian's viewpoint will often differ from that of an unbeliever. It will sometimes differ from that of a fellow image-bearer. It is unethical, however, to misrepresent another's viewpoint and ungracious to attack the person rather than the argument or fail to give someone a fair hearing. Integrity demands that you treat with respect others with whom you disagree. To show an opponent respect while fairly presenting an opposing view puts you in the best position to defend truth.

### Judgment

In small and sometimes in weighty matters, you make judgments every day. You want to be developing your ability to deliberate, to discern, and to make sound judgments, judgments in which you apply internalized biblical principles. Judging often requires distinguishing and evaluating. Secular culture will pressure you to accept its evaluations, but you will become a trusted and authentic writer if you develop and apply sound judgments.

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## LESSON 2

Worktext pages 16–19

### LESSON OBJECTIVES

- » 2.1 Plan a five-paragraph essay. **BWS**
- » 2.2 Craft an effective thesis for the essay.
- » 2.3 Identify arguments against the thesis. **BWS**
- » 2.4 Formulate three points to support the thesis.

### BIBLICAL WORLDVIEW SHAPING

**Logic** (explain): Using good logic takes effort but shows love to one's neighbor and increases clarity. (2.1)

**Integrity** (explain): A writer must be careful not to overstate his case and to fairly account for opposing arguments. (2.3)

### PRINTED RESOURCES

- Instructional Aid 1: Tentative Outline
- Instructional Aid 2: Topic and Sentence Outlines
- Instructional Aid 3: Topic Outline

### DIGITAL RESOURCE

- Video: "Essay"

### OVERVIEW

Lesson 2 guides the students in planning their five-paragraph essay by showing them how to choose a topic, gather information, and organize their ideas.

## ENGAGE

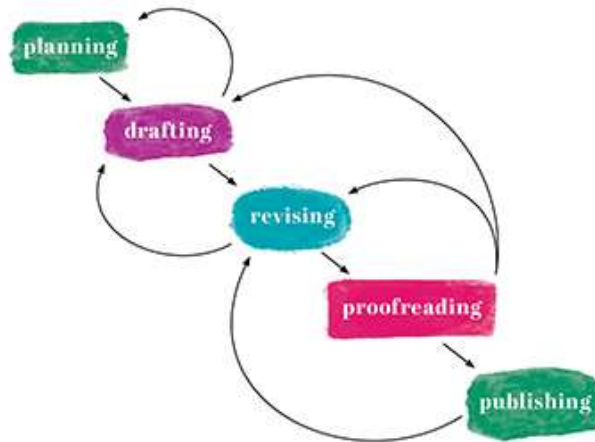
### The Importance of Planning

Lead a discussion to emphasize the importance of careful planning when writing.

1. What might be the negative consequences of not planning the following projects or events?
  - A building project *The deadline is not met; materials are not ordered; construction mistakes occur.*
  - An awards banquet *The venue is not booked; the caterer is not contracted.*
  - A vacation *Museums and other activities are not open to the public during*

## THE WRITING PROCESS

Now you are ready to begin the writing process. In this chapter you will progress through a series of five steps: planning, drafting, revising, proofreading, and publishing. However, you also know from experience that the process is seldom a clean, linear progression. Rather, you loop back again and again as necessary to fill a hole, to tweak, to adjust, to fine tune.



Both the amateur and the master must work through this recursive process, for all the stages are both valuable and vital to creating excellent written work. When you write, follow each of the steps, no matter how abbreviated each may be for certain types of writing. Skipping one or more of the stages may not have an obvious effect on your writing initially, but it will probably be painfully apparent later in the process. Lack of planning will lead to massive revision, no revision will lead to poor publication, and so on.

Whatever your talents or insecurities as a writer, revel in the writing process. With it, you have a proven plan of attack for any writing task put to you. Using the process will make you grow as a communicator. As each stage is reviewed, you will apply it specifically to the formal essay.

*your visit; items or clothing needed for the trip is left at home.*

- A home renovation *The project exceeds its budget; purchased appliances don't fit in the kitchen.*
2. What negative consequences might occur when your writing is not planned? *You don't have clear direction for your writing; your writing may not be organized, clear, or logical.*

Point out that Leonardo da Vinci spent three years planning before he painted *The Last Supper*, which is one of the most well-known paintings of all time and considered one of da Vinci's greatest works. Remind students

that great writing, like great artwork, needs careful planning.

## INSTRUCT

### The Writing Process

Use **direct instruction** to teach the recursive process of writing and the value of following each step of the writing process.

Draw attention to the diagram on Worktext page 16 to illustrate this recursive process.

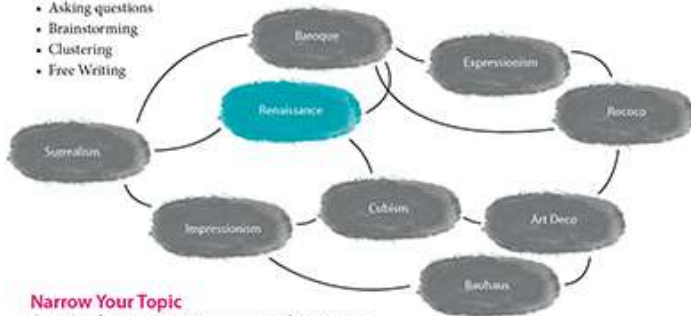
## PLANNING THE ESSAY

Good writing takes time and effort. And much of that time and effort goes into the planning stage. The planning stage is the time for creative thought and careful analysis. According to Tamra B. Orr in *Leonardo da Vinci: Renaissance Genius*, the artist spent three years planning and sketching before he painted *The Last Supper*. While you don't have three years, Leonardo's example does illustrate the importance of planning before executing a project.

### Choose Your Topic

At some point early in the writing process, you must choose a topic if one has not been given to you. The best topic for your first essay this year is one that you already have familiarity with because research is not required for this first assignment. If you choose a topic that you enjoy, your enthusiasm will be evident in your writing and may even spread to your readers. But how to choose? Every writer has his own methods for selecting a topic. The following ideas may help.

- Making a list
- Asking questions
- Brainstorming
- Clustering
- Free Writing



### Narrow Your Topic

Once you choose your topic, you may need to narrow it. For example, the topic of *all city ordinances* is too broad. The topic *burning ordinances* is more likely to be a manageable topic for an essay. Of course, some topics are too narrow. The topic of *burning leaves* would probably not yield enough information to write an entire essay.

## LESSON 2

### Steps to Planning the Essay

Guide a **review** of the components of planning an essay—choosing and narrowing the topic and creating a tentative thesis and outline—to prepare students to apply these steps in their own essays.

Distribute **Instructional Aids 1–3** as needed to review the tentative, topic, and sentence outlines.

Show the **video** “Essay” to introduce the concept to the students.

### APPLY

#### Planning the Essay

Allow time for the students to **plan** their essay. They should choose a topic and create a tentative thesis.

Instruct the students to **brainstorm** and write down possible arguments against the tentative thesis.

Direct the students to **formulate** three points to support the thesis, creating a tentative outline. Specify whether you are requiring a topical or a sentence outline with the final essay.

### ASSESS

#### Feedback

If time permits, instruct the students to **collaborate** with a partner to give and receive feedback on their tentative thesis and their arguments against and supports for the thesis.

Assign students to **read** Worktext pages 20–22 before the next class.

## LESSON 2

### Consider Your Audience

After you select your topic, ask yourself who your audience will be. Audience is the person or group to whom you are writing. For this first essay, consider your audience to be your peers. Nonetheless, a formal five-paragraph essay should be written in third person. The writer should avoid contractions, slang, and jargon. Having established an audience of your peers, ask yourself what your audience already knows about your topic.

### Determine Your Purpose

Purpose is the reason for which you are writing: to analyze, to describe, to inform, to persuade, or to entertain. Within a piece of writing, you may have several purposes; however, the main point of the paper should have one driving purpose. For the formal essay, your purpose is to persuade.

### Gather Information

While you will need to research topics for later assignments this year, research is not a requirement for your first formal essay. Choose a topic about which you can write without the need to do additional research. Chapter 3 will provide information about research.

### Choose a Mode

Mode is a term for the form or method of writing.

Mode	Purpose
<b>Descriptive</b>	Describes an object, person, or place
<b>Expository</b>	Informs about a topic; explains or analyzes a process; defines or classifies a topic
<b>Narrative</b>	Relates a story
<b>Persuasive</b>	Convinces readers about a topic

Your formal essay should be in persuasive mode.

### Create a Tentative Thesis

At this point you need a tentative thesis to guide you as your essay begins to take shape. The thesis statement expresses the main idea of the essay in a single sentence. It is neither a question nor a topic. Because the essence of essay is the expression of opinion, and because an opinion implies that someone else can have a different opinion, the thesis statement should be arguable. It is not merely a statement of fact. It should be a statement that can and must be proved. The key word, however, is tentative. You will continue to fine-tune the expression of your thesis as you draft your essay.

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## LESSON 2



### Outline the Paper

Outlining a paper before you begin drafting is always advisable.

### Tentative Outline

The tentative outline is used most often for extemporaneous writing or for in-class essays (discussed at the end of the chapter). However, it can be helpful for almost any form of writing. Simply arrange your written ideas showing the points and subpoints in the order of your plan of presentation. Tentative outlines very often do not contain numerals or letters.

### Outline Forms

There are two types of outline forms that you can choose from if your outline will be seen by anyone else: topic outline and sentence outline. Choose one of these forms and follow it consistently; do not begin your outline with one form and then switch to the other form later in the same outline.

A topic outline uses phrases only—no sentences and no verbs (only verbals). Each point within a numbered or lettered series should have the same grammatical form (participles or prepositional phrases or nouns or adjectives, and so on).

In a sentence outline, every point is a complete sentence. An advantage of the sentence outline is that your sentences can become the major points of your actual paper. Of course, most of the sentences will need at least some revision before they can be plugged into your paper. The sample five-paragraph formal essay included in this chapter illustrates a sentence outline.

- I. Early Renaissance artists in Italy
  - A. Fra Angelico
  - B. Sandro Botticelli
  - C. Verrocchio
- II. High Renaissance artists in Italy
  - A. Leonardo da Vinci
  - B. Michelangelo
  - C. Raphael