

HIGH SCHOOL ESSAY INSTRUCTIONS

High School Credit

There is enough content for 1 Pacific Northwest History high school credit if students read the 2 Lesson Books plus the assignments on this page. This is equivalent to 120 hours or 1 Carnegie Unit.

For high school credit, students should plan to complete at least 4 essays. There are several different essay options per section, and there are 13 sections total. Students will choose which essays to write; they should NOT plan to write about all prompts.

Essay Instructions

Instructions for writing the essays and what should be included in each essay type can be found on pages 10-18. Examples of these essays can be found on pages 19-26.

Writing Levels

Since students vary in their abilities, there are essay suggestions for three different writing levels: Basic, Standard, and Advanced.

Basic Level

The Basic level is a simple paragraph for students who struggle to write a paragraph. Students should complete the Workbook that comes with the curriculum plus 4-6 basic one-paragraph papers.

Standard Level

The Standard level is a 3-5 paragraph essay that most high school students should be able to complete. The Standard level is for 9th-10th graders. Students have two options:

1) Complete the Workbook that comes with the curriculum plus 4-6 standard three to five paragraph papers (Students just starting to write papers that are several paragraphs long can start with the three-paragraph paper, but they should complete 2-3 five-paragraph papers by the end of the course).

OR

2) If students think the Workbook is too young, they can complete extra writing assignments instead. They should complete one writing assignment (either the one paragraph or the three to five paragraph papers) per section. They need to complete at least 4-6 three to five paragraph papers, but the rest can be one paragraph papers if desired.

Advanced Level

The Advanced Level will give your student more practice with various types of essays and is geared for 11th-12th grade students who plan to go to college. Students should complete 13 essays, one per section, but only 4-6 need to be the Advanced Level papers. Try to do at least one essay of each type. The rest of the assignments can be from either the Basic or Standard Level.

Chapter 1

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. Worldviews
2. Behemoth and Leviathan in the Bible
3. Rickets
4. How flood legends across the world point to the existence of a worldwide flood

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. How climate conditions after the flood caused the Ice Age
2. Rudolph Virchow's belief about Rickets and why the hypothesis was dismissed by the scientific community
3. Evidence for people and dinosaurs/dragons living at the same time

Advanced

Write a persuasive essay about whether or not you think Rudolph Virchow was correct and why or why not

Chapters 2-3

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. The Northwestern salamander
2. Rain shadows and why it is so dry in eastern Washington
3. Why the mouth of the Columbia River is called the Graveyard of the Pacific

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. How the Yellowstone Hotspot formed the landscape in southern Idaho
2. How Continental Drift Theory came to be universally accepted
3. What makes the Columbia River so hazardous and why it is called the Graveyard of the Pacific

Advanced

1. Write a compare/contrast essay about the evidence for evolution vs. catastrophic geological change that is seen based on the Mount St. Helens eruption
2. Write a five paragraph paper about DNA and the Northwestern salamander

Chapter 4

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. What caused the Missoula Flood
2. What caused the Bonneville Flood

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. Why J. Harlen Bretz was criticized for most of his life and how his flood theory was eventually widely accepted
2. What evidence confirms that there was a Cascadia Earthquake and Tsunami around the year 1700 AD

Advanced

1. Write descriptive essay about the Bonneville Landslide

Chapters 5-7

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. The Pacific Spiny Dogfish
2. The Salish Woolly Dog
3. Chinook Jargon and why it was important
4. Cuttlefish

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. The people of the Northwest Coast (this is a very broad topic, so choose three things that you found interesting about the people and then write a thesis statement that will work for your three topics)
2. What a potlatch was and why it was important
3. The life cycle of salmon
4. Deep Sea Channels and why whales are attracted to the Salish Sea
5. The importance of buffalo for the Indigenous peoples on the Columbia River Plateau

Advanced

1. Write a compare/contrast New Age Shamanism and Christianity

Advanced

2. Consider the painting *A Whale Ashore* and write a descriptive essay about how it foreshadowed the future of the Indigenous peoples
3. Research George Catlin and write an essay about his life, his commitment to recording the lives of the Indigenous peoples, and/or his influence on other artists who also painted the Indigenous peoples, such as Paul Kane

Chapters 8-9

Ability Level

Essay Suggestions

Basic

- Write a paragraph summarizing one of these topics:
1. Steller's sea cows
 2. Why explorers were looking for a Northwest Passage
 3. David Thompson (what three things stand out about him?)

Standard

- Write a 3 or 5 paragraph paper on one of the following topics:
1. Explorers to the Pacific Northwest (Juan de Fuca, Vitus Bering, and James Cook)
 2. The importance of the spice trade and why Europeans were looking for a Northwest Passage
 3. David Thompson (Choose 3 topics to write about him. These could be: his early life, his apprenticeship for Hudson's Bay Company, his work as a surveyor, his marriage to Charlotte and their family, creating new trading posts, finding the Athabasca Pass, etc)

Advanced

1. Write narrative essay about the discovery of the Columbia River, including a paragraph each about Robert Gray, George Vancouver, and William Broughton. You can also mention why both the Americans and the British thought they had a claim to the river
2. Write a character trait essay about David Thompson. Choose 3 character traits and show examples of how David Thompson had them. Possible traits include: adventurous, courageous, intelligent, determined, respectful, promising, faithful, loving, moral, fair, etc

Chapters 10-11

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. Why the Lewis and Clark Expedition was sent
2. One of the members of the Lewis and Clark Expedition (choose from Lewis, Clark, York, Seaman, Sacagawea, or Charbonneau)
3. How modern historians can confirm campsites today by finding mercury
4. Beavers

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. How York, Seaman, and Sacagawea were important to the Lewis and Clark Expedition
2. Wild animals encountered during the expedition
3. The importance of beavers to the fur trade
4. What were Frenchtowns and why did retired fur traders live there?

Advanced

1. Write a compare/contrast paper comparing Sacagawea with her husband, Charbonneau
2. Write a compare/contrast paper or a character trait essay about William and Clark, their leadership/cooperation with each other, or their positive and negative traits
3. Write a five paragraph essay about whether or not Lewis and Clark are worthy of remembrance today
4. Write a compare/contrast paper comparing profitable Christianity (think George Simpson) with true Christianity (think David Thompson or John McLoughlin)

Chapters 12-13

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. How diseases impacted the Indigenous peoples
2. How the eruption of Mount St. Helens in 1800 caused the Indigenous peoples to begin their search for Christianity
3. If you were traveling on the Oregon Trail, would you choose oxen, mules, or horses to pull your wagon and why?

<i>Standard</i>	<p>Write a 3 or 5 paragraph paper on one of the following topics:</p> <ol style="list-style-type: none"> 1. The three denominations of missionaries that were sent out (one per paragraph): Methodist, Protestant, and Catholic 2. How the Whitmans and Spaldings sparked the westward migration (first white women, first to travel across country in a wagon, Whitman Mission helped future settlers) 3. Life on the Oregon Trail (choose 3 topics from: draft animals, supplies, route, buffalo, coffee, landscape, etc) 4. Dangers on the Oregon Trail
<i>Advanced</i>	<ol style="list-style-type: none"> 1. Write compare/contrast essay or a five paragraph essay about the missionary efforts. Write the challenges they had in common, the differences, and why they mostly failed.

Chapters 14-15

<i>Ability Level</i>	<i>Essay Suggestions</i>
<i>Basic</i>	<p>Write a paragraph summarizing one of these topics:</p> <ol style="list-style-type: none"> 1. Eliza Spalding and why she was an effective missionary 2. Bigfoot
<i>Standard</i>	<p>Write a 3 or 5 paragraph paper on one of the following topics:</p> <ol style="list-style-type: none"> 1. What manifest destiny was and how it led to "Fifty-four Forty or Fight" and the Treaty of 1846 (one paragraph about each) 2. Why and where there was a boundary dispute after the Treaty of 1846 3. Mythical monsters of the Pacific Northwest (Bigfoot, the Tacoma Narrows Octopus, and the Vancouver Island Sea Serpent) 4. The role Chief Leschi played in the Indian Wars (choose three topics or ways that Chief Leschi participated in or spurred on the wars)
<i>Advanced</i>	<ol style="list-style-type: none"> 1. Write a five paragraph essay about the role of sin, Social Darwinism, worldviews (i.e. inherent worth), and dehumanization in the way that the Indigenous peoples were treated 2. Write a persuasive essay about whether or not reservations were beneficial for the Indigenous peoples. Consider the purpose of reservations, settler encroachment, massacres, and Indian wars. 3. Write a character trait essay about General John Wool. Choose three character traits that describe him and show with examples how he had these traits. To help you get started, some possible traits could be: capable, firm, unpopular, humanitarian, fair, etc

Chapters 16-17

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. The Pig War
2. How Chief Looking Glass joined the Flight of the Nez Perce

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. The Pig War: The cause, what it was, and how it was resolved
2. Why the Chinese were excellent miners and benefited mining camps
3. How steamboats traveled the three sections of the Columbia River
4. How railroads increased immigration

Advanced

1. Write a narrative essay about Chief Joseph and the Flight of the Nez Perce

Chapters 18-19

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. Early airships and UFOs
2. Why the Palouse was behind in its use of machines for farming and how that changed

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. Why the government wanted to change the structure of reservations to increase individualism
2. American Indian boarding schools
3. Early logging (choose 3 topics)

Advanced

1. Write a five paragraph paper about Richard Henry Pratt (choose 3 topics: his beliefs, his thoughts on civilizing the Indigenous peoples, his rehabilitation goals, Carlisle Indian School, how he Americanized Indigenous peoples, or they were harmed by his practices)
2. Write a narrative essay about Matthew Maury

Chapters 20-21

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. How the teddy bear got its name
2. One way that ecosystems adapt for fire
3. Airplanes

Standard

4. How rum running boats saved Boeing

Write a 3 or 5 paragraph paper on one of the following topics:

Advanced

1. Who John Muir was and how he influenced Theodore Roosevelt (1-2 paragraphs about John Muir and his beliefs and at least one paragraph about how he influenced Theodore Roosevelt during a camping trip)

2. What reclamation was and what some of the largest projects were (say what reclamation was in the intro paragraph, choose 3 projects for the 3 body paragraphs, and end with a conclusion paragraph)

3. The Seattle Fire (choose 3 topics)

4. The Big Burn (choose 3 topics: how it started, heroes, the Pulaski tool, the Buffalo Soldiers, political climate, etc)

5. Fire adaptations in ecosystems

6. Airplanes (choose 3 topics)

1. Write a narrative essay about how Theodore Roosevelt changed his public image

2. Find and read Theodore Roosevelt's "Conservation as a National Duty" speech and write a literary analysis essay. Consider the tone, his wording choices, repetition of words, etc

3. Write a five paragraph essay about fire adaptations in ecosystems

Chapters 22-23

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. First Scenic Highway
2. Hoovervilles
3. Fish Ladders at dams
4. How the mouth of the Columbia River was fortified in the early 1900s

Essay Suggestions

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. Galloping Gertie and Tacoma Narrows Bridge (choose 3 topics: how it was built, how it got its nickname, how it failed, when and how it was replaced)
2. Japanese Internment (choose 3 topics: executive order, forced relocation, living conditions, becoming self sufficient, children, 442nd)
3. War efforts at home (choose 3 topics)
4. Mission Aviation Fellowship and Operation Auca

Advanced

1. Write descriptive essay about the Japanese Internment
2. Find the poem "That *Damned Fence" and read it and then write a literary analysis paper (*This curriculum does not prefer to use this language, but the poem itself is powerful. Some 11th-12th grade students will benefit from examining this poem closer.)
3. Write a narrative essay about the balloon bombs and the reconciliation of the town of Brookings and its bomber
4. Read the steps to communism on page 158 and write a persuasive essay about whether or not the United States is becoming a communist nation.

Chapter 24

Ability Level

Essay Suggestions

Basic

Write a paragraph summarizing one of these topics:

1. Ham's orbit of the earth
2. The Seattle World's Fair

Standard

Write a 3 or 5 paragraph paper on one of the following topics:

1. The Space Race
2. The Spokane Expo (and the importance of the Soviet Union's presence)
3. The International Space Station

Advanced

1. Write a narrative or descriptive essay about the Ruby Ridge Standoff
2. Write a persuasive essay about the Seattle Riots and Defund the Police movement
3. House Republicans say that housing bills add to the homelessness crisis instead of helping. Do you agree or disagree? Write a persuasive essay to argue your side.

Basic Paragraph

A paragraph has three parts:

Topic Sentence
Body Sentences
Conclusion Sentence

The first sentence should be a topic sentence, or a sentence that the rest of the paragraph is about. There need to be at least three body sentences that support the topic sentence. Finally, there needs to be a sentence that wraps up the paragraph and says what it was about. Ideally, the conclusion sentence will include 2-3 words from the topic sentence because this helps it be a cohesive paragraph.



Five Paragraph Essay

A five paragraph essay uses the basic paragraph structure but includes five paragraphs:

Introductory Paragraph
Three Body Paragraphs
Conclusion Paragraph

Each paragraph has specific elements that need to be included:

Introductory Paragraph:

Hook
Thesis Statement
Three Topics

The hook is a way to get the reader's attention. See hook examples in the Appendix. The thesis statement is what the paper is about. Your thesis statement

needs to be concise and arguable. All paragraphs will support the thesis statement. You need at least three topics that support your thesis statement, and you will write a paragraph for each of these three topics. You also need to mention all three of these topics in the final sentence of your introductory paragraph.

Body Paragraphs:

Topic Sentence
Body Sentences
Conclusion Sentence

Each of your body paragraphs needs to be one of the topics mentioned in your introductory paragraph. Each body paragraph needs its own topic. This topic will be stated in the first sentence of each body paragraph. Then you need AT LEAST three sentences that support your topic sentence. Finally, you will conclude each body paragraph with a sentence that refers back to your topic sentence. Ideally, you will include 2-3 words in your conclusion sentence are in your topic sentence.

Transitions

Your body paragraphs go back to back, and they will need transition words to help them flow well. Use words such as in addition, another, also, equally important, further, because, since, finally, as a result, etc.

Conclusion Paragraph:

Restate Thesis
Three Topics
Opinion (Optional)
Proof of Thesis

The purpose of the conclusion paragraph is to wrap up the essay and leave the reader with what was most important in the paper. To do this, restate the thesis in different words. Mention each of the topics. If you want, you can include a quick opinion about the topics themselves. For example, you could say which of the topics is the best/worst, which is the most/least compelling, which is the most/least important, etc and include why you are making that assertion. Finally, you can end with how the topics proved your thesis.

The five paragraph essay is the basic structure for a formal essay. However, it is not necessary to ONLY stick to five paragraphs. Your essay could be longer if you want. Some topics could take longer than one paragraph or you might have more than three topics.



Three Paragraph Essay

A three paragraph essay is essentially a five paragraph essay EXCEPT that instead of introductory and conclusion paragraphs, you use one sentence for each at the beginning and end of the paper. This means you have an introductory sentence for the whole paper immediately followed by an introductory sentence for the first body paragraph. Then there will be at least three sentences for the body of the paragraph followed by a conclusion sentence for the first body paragraph. There should be a transition to the second paragraph, which will be a standard paragraph with an introductory and conclusion sentence. The third paragraph will be a standard paragraph, but at the end of the paragraph

conclusion sentence there will be a final paper conclusion sentence.

Paragraph #1

Paper Introductory Sentence

Paragraph #1 Topic Introductory Sentence

3+ Supporting Body Sentences

Paragraph #1 Conclusion Sentence

Paragraph #2

Topic Sentence

Body Sentences

Conclusion Sentence

Paragraph #3

Paragraph #3 Topic Introductory Sentence

3+ Supporting Body Sentences

Paragraph #3 Conclusion Sentence

Paper Conclusion Sentence



Character Trait Essay

A character trait essay is a standard five paragraph essay that looks at the character of a person. Character traits are how a person is and how that person treats others. For example, some positive character traits could be: compassionate, kind, trustworthy, dependable, loyal, and honest. Some negative character traits could be: harsh, vindictive, spiteful, manipulative, dishonest, untrustworthy, disloyal, and cruel.

For a character trait essay, you will look at a real person or fictional character and examine his or her character. Then, you will choose three character traits that

describe that person. These three character traits will each be one of your body topics and paragraphs. Then, you will chose a thesis statement that fits your character traits. For example, in the story *The Boy Who Cried Wolf*, some character traits of the boy could be: bored, mischievous, manipulative, dishonest, and foolish. Of those traits, three can be chosen for the essay: mischievous, dishonest, and foolish. Then a thesis statement could be: The boy in the story *The Boy Who Cried Wolf* is an example of what can happen when children use poor judgment.

The thesis is that the boy used poor judgment. Can this be argued? Yes. There probably isn't a good argument for how he did not use poor judgment, but it could definitely be argued all the same.



Compare/Contrast Essay

A compare/contrast essay is also a standard five paragraph essay. In this essay, you will be comparing two people, two events, or two situations. To prepare for this essay, think about how the two are the same and how they are different. Once you have considered this, on a scratch piece of paper, make three columns. In the first column, write how the two things are the same or different. In the second column, write a specific example of how the first is the same/different and in the third column, write a specific example of how the second is the same/different.

Example:
Compare/Contrast David and Goliath

David	Goliath
-------	---------

Size	small	huge
Trust	God	himself
Ability	shepherd	warrior
Weapon	slingshot	sword & armor
Demeanor	quiet faith	loud taunting

There are many different directions you could go with this paper. One example could be:

Thesis: Looking at the two, Goliath looked like the clear winner, but David is proof that faith is more important than strength.

Body Topic 1: How they were the same--both had deep faith in something (David: God; Goliath: himself) and both had strong abilities (David: protected his sheep from wolves and bears; Goliath: seasoned warrior).

Body Topic 2: How they were different--size, weapons, faith

Body Topic 3: How faith was more important--David's quiet faith vs. Goliath's taunting, how slingshot trumped sword and armor, how trust in God gave David the victory

Conclusion: It is better to have faith than strength. For all of Goliath's strength, weapons, taunting David's quiet faith won the victory. Faith is the most important thing.



Narrative Essay

Instead of a five paragraph essay format, a narrative essay follows a basic story sequence:

1) Characters and Setting
Who is in the story?

What are they like?
When does the story take place?
Where does the story take place?

2) Conflict/Problem

What do the characters want/need?
What is preventing them from
getting what they want/need?
What do the characters do, think,
and say?

3) Climax/Resolution

What is the event that occurs just
before the problem is solved?
How is the problem solved?
What is the message or lesson in
the story?

The narrative essay can tell any story: a story of your life, a story from the life of a historical figure or fictional character, or an event.

A narrative essay can take as many paragraphs as needed to tell the story.



Descriptive Essay

A descriptive essay is basically a five paragraph essay, except that there is more focus on the five senses. What do you see, hear, touch/feel, taste, or feel/touch? The goal is to give readers a clear sense of the topic and provide them with details and sensory language. Make your reader feel like they are there or help them really understand and have an emotional response to the topic.



Persuasive Essay

A persuasive essay uses the basic format of a five paragraph essay, but the purpose of the essay is to persuade or

convince your reader to agree with you on a topic. This essay is also called an argument essay. To be effective, you need to consider, and address, both sides of an argument and then logically show how your of the argument is correct. Each paragraph in a persuasive essay has a specific purpose.

Introductory Paragraph

Con Paragraph

Pro/Con Paragraph

Pro Paragraph

Conclusion Paragraph

Introductory Paragraph:

Hook

Background Information about the Topic

Mention Body Paragraph Topics

Thesis Question (NOT statement)

Start with a hook as you do with all essays. Introduce the topic of the essay and give enough background information for the reader to understand the topic. Mention a couple quick pros and cons of the topic. Finally, end with a THESIS QUESTION. Notice, it is a QUESTION, not a STATEMENT like you usually do for most essays. This is because it is more powerful to wait to reveal your side until you have talked about the pros and cons of the topic. In the introductory paragraph, you leave your reader guessing which side you are on.

Con Paragraph:

Topic Sentence (Strongest Argument Against)

Body Sentences (Refute)

Conclusion Sentence (Raise Question)

To convince your reader to see your side,

begin by researching the strongest arguments AGAINST your stance. Choose the top argument against, and find ways to refute this argument. Then insert a sliver of a doubt in the form of a question.

To do this, present the argument in your topic sentence. Refute the argument in your body sentences, and then present a question to raise doubt in your conclusion sentence.

Con/Pro Paragraph:

Topic Sentence (Middle Ground or 2nd Con)

Body Sentences (Refute)

Conclusion Sentence (Raise more Questions)

For the second paragraph, present information that is either middle ground and how the information could be interpreted by both sides OR choose a second argument AGAINST your side and present it the same as the first paragraph and then refute it.

Pro Paragraph:

Topic Sentence (Strongest Argument For)

Body Sentences (Clear Evidence)

Conclusion Sentence

Finally, end the essay with the strongest arguments FOR your side, and present at least three examples of clear evidence to support your side.

Conclusion Paragraph:

Discredit & Refute the Con Argument

Reaffirm the Pro Argument

Clearly State Your Opinion

This conclusion paragraph is different than typical essays because you do NOT restate the topics. You do NOT want your reader to reconsider the con side, so you don't mention it except to refute it. Mention the strongest arguments FOR the topic again in different words. Then end the essay by clearly stating your opinion.

Example Outline of a Persuasive Essay:

Benefits and Disadvantages of Mint

I. Planting Mint

- A. Minty tea intro
- B. taste/smell yummy
- C. Grows easy
- D. Spreads like wildfire
- E. Should I plant?

II. Benefits of mint

- A. Medical: nausea, digestive
- B. calming/soothing, >depression
- C. garden=easy 2 grab
- D. Convenience worth spread?

III. Containing mint

- A. Grows indoor/outdoor
- B. Plant pots/pain
- C. Box beds w/ plastic
- D. Runners spread

IV. Mint=uncontainable

- A. Plastic wears/holes
- B. Runners under boxes
- C. Spread 2 other beds
- D. Out of control

V. Don't grow mint

- A. Easy grow=infestation
- B. No way 2 contain
- C. Friends don't let friends grow mint



Literary Analysis Essay

A literary analysis essay is a critique of a work of literature or poetry. To analyze

means to separate into parts that can be studied. Instead of summarizing or giving an opinion of the piece as a whole, this type of essay looks at specific parts of the literature.

There are many different directions you can go with a literary analysis essay. Some common things you can write about are the theme, the characters, the choices the author made, how the author conveyed a point or worldview through the actions or choices of the characters, the word choices used, the tone, the symbolism, etc.

You do not need to write about ALL of these things. Choose one or a few of these to consider and write about.

A literary analysis is written in present tense. For example: Jonah **shows** hard-heartedness and **is** judgmental as he **sits** above the city of Nineveh and **hopes** that God will destroy it.

Theme

Themes in literature are the main idea that is explored. Common themes include: family, good vs. evil, hubris (pride), identity (Who am I?), justice, man vs. nature, man vs. self, man vs. society, love, war, faith vs. doubt, coming of age, etc.

Read through the work and look for the theme. What is the main point or idea that the author is trying to convey? What is the broader message about the world?

Once you determine the theme, think about how the author conveyed that message. What kinds of words did the author use? Are there any specific words or events in the story that convey the message well? Are the words full of bias

or emotion?

Literary Techniques

Metaphor - Comparing two unrelated things by using language that implies that one thing is the other. "The armies swarmed into the valley." This is comparing armies of men with insects by using the word "swarming."

Simile - Comparing two unrelated things using the words "like" or "as." "He was as happy as a little boy eating ice cream."

Personification - Giving human attributes to something that is not human.

"Because I could not stop for Death—
He kindly stopped for me—
The Carriage held but just Ourselves—
And Immortality."

(Emily Dickinson, "Because I could not Stop for Death")

In this poem, death is personified as a person.

Onomatopoeia - Using words that sound like what they are named such as "hiss" or "buzz" or "ding-dong." "He saw nothing and heard nothing but he could feel his heart pounding and then he heard the clack on stone and the leaping, dropping clicks of a small rock falling" (*For Whom the Bell Tolls* by Earnest Hemingway). Can you figure out which words show onomatopoeia? Clack and clicks.

Repetition - Using the same word or phrase intentionally to create a specific effect. There are many different forms of repetition. Here are just a few.

Anaphora - Repeating a word or group of words at the beginning of sentences or clauses.

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..." (*A Tale of Two Cities* by Charles Dickens). Can you tell which words are repeated here? If you said "it was," you are correct.

Epizeuxis - Repeating one word in a sequence:

"To the swinging and the ringing
Of the bells, bells, bells,
Of the bells, bells, bells, bells,
Bells, bells, bells—" (*The Bells* by Edgar Allen Poe)

Epistrophe - Repeating a word or a group of words at the end of a phrase:

"A day may come when the courage of men fails, when we forsake our friends and break all bonds of fellowship, but it is not this day. An hour of woes and shattered shields, when the age of men comes crashing down! But it is not this day! This day we fight!" (Aragorn, *The Lord of the Rings: The Return of the King*, 2003)
Can you see what phrase is repeated at the end of a sentence?
"but it is not this day."

Repetition of Sound - Instead of repeating words or phrases, repeat specific sounds in a sentence. These can rhyme or not rhyme.

Consonance - Repeating consonant sounds

"Oh, from out the sounding cells,
What a gush of euphony
voluminously wells!
How it swells!
How it dwells
On the Future! how it tells

Of the rapture that impels..." (*The Bells* by Edgar Allen Poe)
Can you tell what sounds rhyme or sound the same? "ells" The "ll" sound is most prominent.

Asonance - Repeating vowel sounds. Asonance probably does not rhyme.

"Do not go gentle into that good night

Old **age** should burn and **rave** at the close of **day**

Rage, rage against the dying of the light."

("Do Not Go Gentle into the Night" by Dylan Thomas)

In this example, the hard "A" sound can be heard in the bolded words.

Alliteration - Using the same sound at the beginning of words that are next to each other. "No warmth could warm, nor wintry weather chill him" (*A Christmas Carol* by Charles Dickens, page 2). Notice the repetition of words starting with "w" in this sentence.

Literary Elements

Symbolism - the way that words or ideas have deeper meanings. For example, what comes to mind when you see the colors red, white, and blue? You probably think of patriotism. What about red and green? Do you think of Christmas? What do you think of when you see a cross? Probably Jesus or religion. Objects could symbolize deeper meanings, such as an apple to symbolize temptation, a ring to symbolize marriage, a butterfly to symbolize transformation, etc.

Tone - the author's attitude about what is being written. This attitude is shown using word choice and description. Tone can be described using an adjective. The same scene can vary dramatically depending on tone. The examples on the below are all about a woman taking a pot of mint home to plant. Notice how different they are.

For the following passage, see if you can determine the tone:

"Oliver began to learn the funeral business. Mr. Sowerberry liked the look of Oliver's pale, sad face, so he dressed Oliver up to walk in the funeral marches. He had many chances to see the strength and courage with which people faced sorrow and death. This stuck in Oliver's mind. Oliver learned that the sad families were very thankful for the kindness and comfort he was able to give

them."

Oliver Twist by Charles Dickens, p. 17
What do you think the tone is of this passage? It starts out sad, but Oliver learns that he can make a difference. The tone could be contemplative or reflective.

Mood - the emotion the author is trying to get the reader to feel. Mood is different from tone because it is influenced by the setting and literary techniques.

"Late that night they entered London. A dirtier or worse place Oliver had never seen. The streets were very narrow and muddy, and the air was filled with bad smells. There were children everywhere! Even at that time of night, they were crawling in and out of the doors or screaming inside the homes and shops."

Oliver Twist by Charles Dickens, p. 25

Hopeful

She looked at the lovely thing carefully strapped into the passenger seat, leaning over to gently trace a tiny leaf, and imagined the look on Tom's face as he took a sip of delightfully minty tea.

Disgusted

She glanced in trepidation at the thing in the worn-out pot on her passenger seat, briefly considering opening her window, grabbing the offensive item, and dashing it against the blistering concret.

Curious

She glanced at the green plant in the pot carefully strapped in to keep it from tipping and wondered if she could keep it alive long enough to enjoy some refreshing mint tea.

Foreboding

She sighed in contentment as she glanced at the lovely little plant on her passenger seat, little knowing the true nature of the malevolent weed she was welcoming into her life.

The setting helps set the mood. It is dark, tight, and smelly. The metaphor of the children crawling in and out makes you think of bugs. This is not a place you want to be.

Paragraph Format

Your essay will basically be a five paragraph paper with an introductory paragraph, three body paragraphs, and a conclusion paragraphs. You do not have to stick to just five paragraphs; it can be longer.

Introductory Paragraph:

Hook

Literature Title, Author, and Type

Thesis Statement

Three Topics

The literary analysis assumes that the reader has read the literature and is familiar with it, so a summary is not necessary. You are simply critiquing the work.

As with all writing, start with an attention-getting hook. Mention the title of the piece you are analyzing, the author, and what kind of literature it is. Choose at least three elements to write about in your analysis. These will be each of your three body paragraphs. Finally, write a thesis statement that can be argued that mentions the three topics of your three body paragraphs. The thesis is usually the last sentence of your introductory paragraph.

Body Paragraphs:

Topic Sentence

Body Sentences

Conclusion Sentence

Each of your body paragraphs needs to be one of the analysis topics mentioned in your introductory paragraph. Each body paragraph needs its own analysis topic. This topic will be stated in the first sentence of each body paragraph. Then you need AT LEAST three sentences that support your topic sentence. Include clear examples and quotes from the work of literature. Finally, you will conclude each body paragraph with a sentence that refers back to your topic sentence.

Make sure to use transitions between body paragraphs.

Conclusion Paragraph:

Restate Thesis Using Different Words

Restate Three Topics Using Different Words

Opinion (Optional)

Proof of Thesis

Basic Paragraph Example

Children Should Have Pets

Children love pets, but in addition to being cute and fuzzy, pets are also important to help children learn responsibility. Pets rely on their owners to feed and water them, which teaches children to consider the needs of their pets. Some pets require their cages or litter boxes to be cleaned. Being responsible for this cleaning is something that helps children learn they can do things that are yucky or that they just don't want to do. Pets sometimes make other messes or damage things at inconvenient times. Having to deal with this helps children learn to do hard things when they really don't want to. Pets are not just fun, but they are also an excellent investment in children's lives long-term.

Five Paragraph Essay Example

Homeschooling: The Best Educational Choice

"Homeschool children are weird." "But what about Socialization?" "I could never homeschool." These are some of the comment you might hear when others find out that you homeschool. While the stigma against homeschooling is changing, and it is becoming more main stream, there are still those who are opposed to it. You might even find some opposition in your own family. However, reality is that homeschool children are highly socialized, they are highly educated, and they are highly engaged. Homeschooling is often the best educational choice.

Homeschool children are actually highly socialized. Unlike children in schools who are separated by grade, children who homeschool are able to interact well with all ages of people. They are equally able to play with younger children, interact with their own peers, and carry on interactive conversations with adults. Families of homeschool children often have to limit their children's activities so that they can get some school done at home. Today, there are a variety of Co-ops, sports, music, drama, clubs, and religious activities that children can get involved in. Socialization is not a problem at all for today's homeschool children, and they are often better socialized than children in school.

Studies show that homeschool children do better academically across the board than all other children regardless of the curriculum used, the amount spent on their education, or the level of their parents' education. Children are able to have more one-on-one attention from their parents, which improves their ability to learn. When they get frustrated, they can slow the speed at which they do their lessons, or they can change up their curriculum entirely. They can even stop and go back to previous lessons to improve their comprehension. More advanced children can move at a faster pace. Homeschool children also do better academically because they do not have to deal with things like bullying.

Finally, homeschool children are more engaged and interested in learning. Because they have more opportunities to focus on things that interest them, children grow to love the learning process. They ask questions. They are able to take time to learn more about things that fascinate them. Many colleges are actively recruiting homeschooled students because they are finding that homeschool children are more engaged and more interested in their educations than mainstream students.

You might still hear some of the questions or some of the stigma or the "I could never do that" comments today. However, these are decreasing as more parents are choosing to homeschool because they believe it is a better learning environment for their children. For many families, homeschool really is the best educational choice.

Three Paragraph Example

Homeschooling: The Best Educational Choice

Homeschooling is often the best educational choice. One concern about homeschooling is socialization, but homeschool children are actually highly socialized. Unlike children in schools who are separated by grade, children who homeschool are able to interact well with all ages of people. They are equally able to play with younger children, interact with their own peers, and carry on interactive conversations with adults. Families of homeschool children often have to limit their children's activities so that they can get some school done at home. Today, there are a variety of Co-ops, sports, music, drama, clubs, and religious activities that children can get involved in. Socialization is not a problem at all for today's homeschool children, and they are often better socialized than children in school.

Studies show that homeschool children do better academically across the board than all other children regardless of the curriculum used, the amount spent on their education, or the level of their parents' education. Children are able to have more one-on-one attention from their parents, which improves their ability to learn. When they get frustrated, they can slow the speed at which they do their lessons, or they can change up their curriculum entirely. They can even stop and go back to previous lessons to improve their comprehension. More advanced children can move at a faster pace. Homeschool children also do better academically because they do not have to deal with things like bullying.

Finally, homeschool children are more engaged and interested in learning. Because they have more opportunities to focus on things that interest them, children grow to love the learning process. They ask questions. They are able to take time to learn more about things that fascinate them. Many colleges are actively recruiting homeschooled students because they are finding that homeschool children are more engaged and more interested in their educations than mainstream students. There are many advantages to homeschooling, and more and more parents are choosing to homeschool because they believe that it really is the best educational choice.

Notice that the only difference between this essay and the five paragraph essay is the one sentence introduction and conclusion instead of a paragraph for each.

Character Trait or Narrative Essay Example

Jonah the Proud

"I don't want to!" Have you ever felt that way? The historical figure of Jonah in the Bible certainly felt that way. God told him to go and speak against the people of Nineveh. Here's the problem: Ninevites were the sworn enemies of Israelites. Jonah didn't want to go to his enemies. Jonah's pride caused him to be defiant, reluctant, and bitter.

Jonah showed his defiance by doing exactly the opposite of what God asked him to do. Instead of going and preaching to Nineveh, Jonah boarded a ship headed in the other direction. He didn't just ignore God's instruction. He defied God, blatantly refused, and did the exact opposite. It is not possible to flee from God, though, and God caused a great storm to threaten the ship. Jonah was thrown overboard, and God caused him to be swallowed up by a great fish. Jonah learned that one cannot defy God.

After God caused the fish to spit Jonah up on dry land, he reluctantly obeyed and went to the people of Nineveh. The city was very large, and it took three days to walk the length of the city. Jonah traveled just one day into the city, so he did the bare minimum that was asked of him. He reluctantly called out against the city as God had commanded, and the people believed in God and repented.

God relented of the disaster that he had planned for Nineveh, much to Jonah's dismay and bitterness. Jonah hadn't wanted to go to Nineveh because he knew God was a gracious and forgiving God. He didn't want to speak in Nineveh because he didn't want his enemies to repent and for God to forgive them. He left the city and sat down to see what would happen to the city. In this place, Jonah had a bitter conversation with God, saying that he was angry enough to die because of God's compassion on Nineveh.

The story ends with God telling Jonah that it was his right to have pity on the people. We do not see Jonah's response. Did he finally repent himself? Or did he continue to hold a grudge? We don't know. Jonah's story might be included in the Bible to help each of us look at our own pride. Would we choose defiance, reluctance, and bitterness like Jonah, or would we choose forgiveness, compassion, and joy?

Compare/Contrast or Narrative Essay Example

Faith Like David

"Send a man to fight me!" Goliath cried day after day to the terrified men of Israel. The Philistine and Israelite armies were gathered together for battle, each army on either side of a mountain with a valley in between them. Goliath was the Philistine's champion. He was a giant of a man, about nine feet tall. He was a formidable warrior, and he looked the part. Everyone quaked when he taunted the Israelite army. Everyone, that is, except David, a shepherd and the youngest of eight sons. He had been sent by his father to the battle front to take them food. David heard Goliath's taunt. He saw the men of Israel fleeing in fear. He reproachfully demanded of the men around him to know who this uncircumcised Philistine was who defied the armies of the living God. David immediately stepped up and volunteered to fight Goliath. When the king heard, he dismissed David, saying he could not fight Goliath because he was so young and could not possibly win against such a seasoned warrior. Everyone agreed. Looking at the two, Goliath looked like the clear winner, but David is proof that faith is more important than strength.

At first glance, David didn't stand a chance, but David began to talk and was very convincing. He explained that, like Goliath, he was a warrior also. Although he wasn't seasoned in war, he was responsible for caring for his father's sheep. He was effective in this care, and he had killed a lion and a bear to protect his sheep. He said that this Philistine was no different. Both Goliath and David had strong faith in something: Goliath in himself and David in God. Goliath believed he was the best there was. He had the strength, the size, the skill, the armor, and the weapons to beat any opponent. What David lacked in strength, size, armor, and weapons, he more than made up for in his faith in God. David was highly offended on God's behalf, and he wanted to do something about it.

He must have been very convincing because the king agreed. He gave David his own armor: a bronze helmet, a coat of mail, and his sword. With David attired more like Goliath, the king was ready to send him out. Yet, David realized that his strength wasn't in the heavy armor. His strength was in the living God. Instead of armor like Goliath, David set out as he was. Instead of weapons, David only took his slingshot and five smooth stones. Then he set out to meet Goliath.

When Goliath saw David, he scorned him, saying, "'Am I a dog, that you come to me with sticks?' And the Philistine cursed David by his gods." Goliath was full of his own self-importance. David replied, "You come to me with a sword and with a spear and with a javelin, but I come to you in the name of the LORD of hosts, the God of the armies of Israel, whom you have defied." He continued, saying that God would give him the victory to prove that there was a God in Israel. Goliath's faith was in his own power. David's faith was in God's power.

God's power always trumps man's power. With a quick thrust of his slingshot, David struck Goliath in the forehead before Goliath could even make a move. God gave David the victory. Not because he was stronger or a better warrior, but because David was acting in faith. David's faith won the victory. Faith like David's is more important than all the strength in the world.

Persuasive Essay Example

Friendship and Mint

Imagine you are at a friend's house enjoying a delicious lunch. Unable to think past the scorching heat and your parched throat, you are delighted when your friend pulls out a delicious minty drink. Soothing and refreshing, it is the best thing you've ever tasted. She says she used mint fresh from her garden and offers you some mint starts to take home. You consider taking a start because mint not only tastes and smells refreshing, but it also has wonderful health benefits. However, you have heard that mint may spread in your garden. You are wondering, should you plant mint?

Since the ancient Egyptians, and probably even earlier, people have used mint for treating nausea, digestive and stomach problems, and relieving pain symptoms. It is helpful for allergies, skin conditions, and freshening breath. Easing the negative effects of colds and illnesses, it soothes sore throats, makes coughs more productive, and helps with breathing. Perfectly suited for all seasons, nothing is better than mint tea during chilly weather or a refreshingly minty ice cold drink during blazing summer temperatures. With all these benefits, it may seem like a ideal item to plant in your garden. Cautioning against planting it in gardens, some people say the downsides may outweigh the benefits.

Being a hardy, tenacious plant, mint spreads very quickly and effectively, growing well as a potted plant both indoors and outside. Swiftly spreading, mint can be difficult to control. Since mint has complex roots, it is difficult to completely get rid of once it is planted. Even if mint is cut way back, if any pieces of roots are left, it will come back again and again. To solve this problem, some gardeners try planting it in a raised garden bed to try to contain it. However, there are problems with this solution also.

Even if mint is planted inside a raised garden bed with a sheet of plastic at the base of the box, it can still spread. Plastic wears out and holes form. One tiny hole is all this invasive intruder needs to spread its unwelcome and uninvited runners throughout the garden. Quickly, the runners spread horizontally underground to other beds. Even if those other beds have plastic bases also, this meddlesome interloper will find a tiny hole to creep through and BAM it's game over for your garden as it spreads like a pervasive virus. Before you know it, not one corner of your garden will be left unscathed from this malicious fiend.

Mint's many uses cannot possibly outweigh the tiresome, unceasing war you will find yourself in if you plant this nasty, malevolent enemy. Do yourself, your yard, and your neighbors a favor and never, never plant mint. Tell your friend emphatically "no!" Friends don't let friends plant mint!

Literary Analysis Essay Example

Oliver Twist: Changing Society

"There were children everywhere! Even at that time of night, they were crawling in and out of the doors or screaming inside the homes and shops." This passage from *Oliver Twist* by Charles Dickens paints a vivid picture of what life was like for many children of his day. *Oliver Twist* is a social problem or social protest novel, and Charles Dickens' goal was to connect the reader so fully to the character of Oliver Twist that the reader would think about the social problems during Dickens' time and want to do something about it. Dickens accomplished his goal of changing society through his use of theme, tone, and literary techniques in *Oliver Twist*.

The theme of this novel is injustice or man vs. society. While at the new workhouse, Oliver tries to work hard, but those around him are predisposed to hate him. "Noah Claypole was large-headed with small eyes. He was from a poor family, and he worked for Mr. Sowerberry. The neighborhood boys had always made fun of him and his family. Now he had a chance to be mean to someone else. Here was an orphan boy to boss around..." Furthermore, "Charlotte treated him badly because she saw Noah doing it. Mrs. Sowerberry disliked him just because Mr. Sowerberry seemed to like him--sometimes" (p. 16-17). Despite this treatment, Dickens portrays Oliver as smart and compassionate: "Oliver began to learn the funeral business. Mr. Sowerberry liked the look of Oliver's pale, sad face, so he dressed Oliver up to walk in the funeral marches. He had many chances to see the strength and courage with which people faced sorrow and death. This stuck in Oliver's mind. Oliver learned that the sad families were very thankful for the kindness and comfort he was able to give them" (p. 17). This begins a series of injustices done to Oliver.

The reader connects with Oliver, and the contemplative tone reflects Oliver's resilience. Although he is disliked and treated poorly by the Sowerberrys, instead of becoming bitter and mean himself, Oliver realizes that kindness in the face of grief is important. The contemplative tone continues through to Mr. Brownlow: "Even though Mr. Brownlow was the victim of the crime, his heart went out to the poor, accused boy, who was quivering with fear before him. The boy reminded him of someone, but he couldn't quite put his finger on who. He followed the wretched boy and the police to the courthouse and was relieved when a witness stepped forward to proclaim the boy's innocence. Without stopping to ask himself why, he took the poor, grungy lad home with him." Mr. Brownlow isn't sure why he is concerned about the fate of the boy, but he still makes sure Oliver is okay and takes him home. The word choices of describing Oliver as poor, accused, quivering with fear, and wretched help paint the picture of Oliver as someone who needs help.

Oliver is grateful, but we see his character in his worry for his friend: "Meanwhile, Oliver Twist was on his way to the bookstore. He was thinking how happy he ought to feel. But he also thought about how much he would give for only one look at poor Little Dick back at the orphan's work farm. Hungry and beaten, Dick might be weeping at that very moment" (p. 58). As Oliver is walking, he isn't paying attention to his surroundings, and he is kidnapped, Mr. Brownlow's library books and money are stolen, and Oliver is forced to change out of his nice, new clothes and

back into his old rags. This shows symbolism that when Oliver has a chance at a new life, he is given nice, new clothes, but that life is ripped away from him when he is forced back into his old rags. When Nancy tries to help Oliver and goes "scared to death" to find him help, she says, "I am the woman you have heard of that lives among thieves. Be thankful, dear lady, that you had someone to care for you in your childhood. Be thankful that you have never known cold and hunger. I have lived in the streets, and I will die in the streets" (p. 113). She uses repetition here to make a point. She repeats the words "be thankful" and contrasts her life. Her words are also foreshadowing because she does die in the streets.

Dickens used the characters of Oliver and Nancy to show that even the poor can have honor and that society's injustice was holding them down and preventing them from bettering their lives. This theme of injustice was masterfully shown through tone and literary techniques and eventually led to a societal change to help the orphans and the poor. *Oliver Twist* greatly improved society.