

ASK	students to prepare for class by getting out the two bubble charts they already completed, and several sheets of their own paper.
DISTRIBUTE	one "The Dreaded Outline" teaching worksheet to each student.
READ	the top of the first page with the class. (Explain that tomorrow they will be using their bubble charts to create their own outlines.)
ASSIST	students as needed as they draw lines from the bubble chart to the outline on the first page.
REVIEW	the answers with the class, emphasizing that the outline has the same information as the bubble chart, but in a planned-out order.
REVIEW	the second page of the teaching worksheet with the class.
SHOW	the complete outline for Susie's ribbon, using either the overhead transparency master or the 1-slide Power Point.
TELL	students they will be using their own paper to make one outline for each of their bubble charts. The format of their outlines should match the sample complete outline for Susie's ribbon.
GUIDE	students through the outlining process. Tell them to start with the middle, leaving space at the top and bottom of the paper to fill in the introduction and conclusion parts later. They should follow the same process you went through on the worksheet.

The Dreaded Outline

Name: _____

Putting Everything in Order *Before* You Write



*Outlining is dumb.
Why can't I just
start writing?*

If you have to write something, you may as well write something that makes sense. That's where the outline comes in.

When you transfer your ideas from the bubble chart to an outline, you put everything in the exact order you will discuss it in your essay. Making an outline lets you decide in advance which order makes the most sense for the information you have. **Draw lines from the information on the bubble chart to the matching information in the outline.**



OUTLINE—The Middle

I. Introduction

(Leave this part blank for now.)

II. The ribbon covers her head

- A. Can't see her hair
- B. Not all hats cover a person's whole hair
- C. Some fancy hats are small
- D. Ribbon covers most of her head

III. The ribbon protects her head

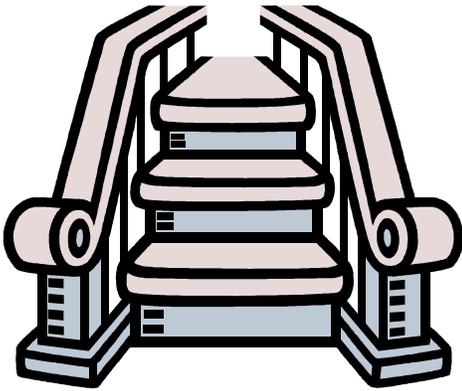
- A. Many hats made of soft or thin material
- B. Few hats really protect from rain
- C. Ribbon could protect from wind or dust
- D. Could shield eyes from sunlight

IV. Conclusion

(Leave this part blank for now.)

It's easiest to start your outline in the middle, using information you already have, and fill in the rest later.





Three Steps to an Effective Introduction

Your introduction prepares the reader to understand your essay. That's why you want to organize it just right! Give your introduction these three parts:

- A. What happened
- B. What the rule is
- C. Your main argument

OUTLINE—The Introduction

I. Introduction

- A. What happened
 - 1. Susie wore large ribbon in school
 - 2. Got in trouble for wearing a hat
- B. What the rule is
 - 1. School rule says no hats in the building
 - 2. Hat is something that covers and protects the head
- C. Main argument
 - 1. Susie did violate the rule
 - 2. Susie's ribbon is a hat



Don't get carried away telling what happened. Keep it short and to the point.

The Quick Wrap-Up

Your conclusion is like the ribbon on a package—it ties your whole essay together. The conclusion gives you one last chance to make your argument. It doesn't have to be long. Give your conclusion these three parts:

- A. Simple version of your argument in new words
- B. Restate your supporting arguments
- C. Restate your main argument



OUTLINE—The Conclusion

IV. Conclusion

- A. Ribbon functions just like a hat
- B. Covers and protects her head
- C. Susie's ribbon is a hat

Finding just the right way to make a simple version of your argument in new words can be the hardest part of the whole essay. Don't freak out—just spend a little time thinking about it.



Complete Outline

Susie's Ribbon is a Hat



I. Introduction

A. What happened

1. Susie wore large ribbon in school
2. Got in trouble for wearing a hat

B. What the rule is

1. School rule says no hats in the building
2. Hat is something that covers and protects the head

C. Main argument

1. Susie did violate the rule
2. Susie's ribbon is a hat

II. The ribbon covers her head

- A. Can't see her hair
- B. Not all hats cover a person's whole hair
- C. Some fancy hats are small
- D. Ribbon covers most of her head

III. The ribbon protects her head

- A. Many hats made of soft or thin material
- B. Few hats really protect from rain
- C. Ribbon could protect from wind or dust
- D. Could shield eyes from sunlight

IV. Conclusion

- A. Ribbon functions just like a hat
- B. Covers and protects her head
- C. Susie's ribbon is a hat