

Time: Two class periods



- ASK** students to prepare for class by getting out the two outlines they already completed, and several sheets of their own paper.
- DISTRIBUTE** one set of colored pencils to each student.
- DISTRIBUTE** one "From Outline . . . to Essay" color-coding worksheet to each student.
- WORK THROUGH** the color-coding activity as a whole class using your Class Activity Guide.
- TELL** students they will be using their own paper to write a rough draft of their essays. Have students start with the outline that argues band t-shirts are NOT disruptive (that will probably be easier for them, since they probably agree with it.) While writing, they should refer to the color-coding activity as a model for their own essays.
- GIVE** students time to write their rough drafts. This will probably spill over into at least one more class period.
- TRY** having students color-code their own essays to make sure everything is organized correctly.

From Outline . . . To Essay

Name: _____



Once you've got an outline, writing your essay is like connecting the dots. All the ideas are already in order—all you have to do is flesh them out and make them sound interesting. Follow your teacher's directions to color code the outline and essay below.

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

Most people would feel silly with a huge ribbon on their head, but not Susie. She thought it looked great.

However, as soon as Susie came into the classroom, she got in trouble because the school rule says students are not allowed to wear hats inside the building. According to the rule, a hat is something that covers and protects a person's head. Susie did break the rule when she wore her ribbon in the classroom because the ribbon is a hat.

First, Susie's ribbon covers her head. The ribbon is so big that you can barely see her hair. Even though you can still see some of her hair, very few hats actually cover a person's entire head. In fact, some fancy women's hats hardly cover the person's head at all. By contrast, Susie's ribbon covers most of her head and hair.

Second, the ribbon protects Susie's head. Although the ribbon is flimsy, many hats are made out of a soft or thin material. And while the ribbon could not protect Susie's head from rain, very few hats actually protect a person's head from rain unless the hat is waterproof. However, Susie's ribbon could protect her head from wind or dust. It could also shield her eyes from sunlight.

Even though Susie's ribbon does not look like a usual hat, it functions exactly like a hat. It covers and protects her head. Therefore, Susie's ribbon is a hat.

From Outline to Essay : Class Activity Guide



Color-Coding Activity

This activity lets students see the direct relationship between an outline and an essay. As you guide students through the activity, focus on both the similarities between the outline and the essay as well as the ways the essay fleshes out the outline.

Read the following instructions to the class one at a time. Discuss and monitor as students color-code their papers.

- 1) Find the main argument in the introduction part of the outline. Underline it in red. Then find it in the introduction of the essay and underline it in red.
- 2) Find all parts of the rule in the introduction part of the outline. Underline them in purple. Then find them in the introduction of the essay and underline them in purple.
- 3) Find "what happened" in the introduction part of the outline. Underline those parts in brown. Also underline them in brown in the introduction of the essay. (*Discuss how to create an effective opening line.*)
- 5) Find the two supporting arguments in the outline. Underline them in blue in both the outline and the essay.
- 6) Look in the outline to find the evidence and arguments that back up the two supporting arguments. Underline the evidence and arguments in yellow. Then, in the essay, find the sentences that correspond to each piece of evidence or each argument. Underline those in yellow also. (*Make sure students note how these parts may have been fleshed out.*)
- 7) Find all places in the essay where the writer used "even though," "although," or "while." Circle those words in orange.
- 8) Find these words and box them in green:
 - * First
 - * Second
 - * Therefore
 - * However
 - * In fact
 - * By contrast
 - * Also
- 9) Find the supporting arguments in the conclusion section of the outline. Underline them in blue. Then find them in the conclusion of the essay and underline them in blue.
- 10) Find the main argument in the conclusion part of the outline. Underline it in red. Then find it in the conclusion part of the essay and underline it in red.

You may want to provide students with you're a bigger list of transitions to choose from as they write their essays.

Teacher Key: If your classroom has the capability, you may want to project the color-coding key onto the screen for students to see. A landscape-oriented version of the key may be found in a separate document.

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 - 2. Susie's ribbon is a hat
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 - 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
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