

UNIT
5

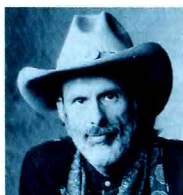
Expository Writing

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Writing in the Real World



Expository writing invites readers to enter real worlds and meet actual people. Gary McLain, Choctaw-Irish author and artist, wanted to invite non-Indian travelers into his world. So he wrote a guide called *Indian America*, a traveler's guide to Native American peoples in the continental United States. Part of the guide, such as the following excerpt, provides basic facts to help readers locate and identify individual groups.



from *Indian America*
by Gary McLain
"Eagle/Walking Turtle"

**Nett Lake Reservation
Business Committee**
(Bois Fort)
Nett Lake, MN 55772
(218) 757-3261

Ojibwa (to roast till puckered up)

Location: The location of the powwow grounds can be obtained by calling the tribal office.

Public Ceremony or Powwow Dates: The first weekend in June is powwow time with traditional dancing and drum groups. Call the tribal office for dates and times.

Art Forms: Arts and crafts are sold at the powwow. The work will include paintings, feather work, leather work, and beadwork.

Visitor Information: The Bois Fort Wild

Rice Company is doing well. For interesting information on wild rice, see the general history of the Ojibwa at the beginning of this section.

Ni-Mi-Win
Spirit Mountain Sky Facility
Duluth, MN
(218) 897-1251

Ojibwa (to roast till puckered up)

Location: Call the number above for the location of the powwow.

Public Ceremony or Powwow Dates: The third weekend in August is the Ni-Mi-Win celebration. It is the greatest joint Ojibwa celebration, and its goal is to bring everyone together. Traditional and intertribal dances are performed.

Art Forms: You will find black ash basket making along with leather work, beadwork, birch bark baskets, and all kinds of arts and crafts.

Visitor Information: If you like to powwow, don't miss this one.

A Writer's Process

Prewriting

Collecting and Organizing the Facts

When McLain decided to write *Indian America*, he already knew a great deal about many Native American groups. Even so, he needed to gather more information.

Using his knowledge and a list from the Bureau of Indian Affairs, McLain mailed five hundred letters to tribal offices around the country. Three hundred tribal offices responded with information that would be helpful to travelers. Information included the group's name, address, and tribal office phone number and location, as well as its public ceremonies and art forms. Some groups even responded with histories written by tribal historians. Before long McLain had a stack of material three feet high.

With the facts in hand, McLain next decided on the parts and

organization of his guide. He says, "I divided the country into nine regions based mostly on how Indian people live."

McLain planned to open the guidebook with information on Indian beliefs. The guide to the tribes would follow, organized by region. To help travelers picture locations, McLain decided to include regional maps.

Drafting

Writing the Book

With his book plan in mind, McLain started writing, a job that would take him three months. For days at a time, he wrote from sunup to midmorning, from mid-afternoon until 10:00 p.m.

As McLain worked with his material, he found that he needed two writing styles to present the different types of information. In the introduction to each region, he wrote in conversational prose. For example, in his introduction to the Great Plains, McLain explained how people were bound together in a great sacred hoop.

McLain used a much different writing style for his guide to each group. Here he wrote in short, pertinent sentences for travelers on the go. He organized the copy for this part of the guide under a



The Great Plains



Writing in the Real World

set of heads that were easy to scan: tribal name, location, ceremony or powwow dates, art forms, and visitor information.

In the visitor-information section, McLain provided travelers with useful and intriguing facts. For the Taos Pueblo in New Mexico, he focused on photography rules for visitors. For the Cherokee in North Carolina, he described a restored Cherokee village, a museum, and various tourist activities. By contrast, his section on the Comanche in Oklahoma discussed the tribe's history, not its modern life. The

reason? "There are no more reservations in Oklahoma," McLain explains. "The Comanche live in white frame houses that don't look much different from those in Ohio or Indiana. Yet the Comanche were hunters who lived up and down the central plains. They were great horsemen and great warriors and had much ceremony in their lives. I thought a little more attention to the history of the tribe could help visitors feel connected to these people."

Revising Making the Story Complete

Once McLain had his book on paper, he revised sections to make them clearer and more engaging. His editor suggested some of the changes. For example, McLain's editor asked him to expand his section on sweetgrass and sage, healing plants used by Medicine People in Plains ceremonies. In his first draft, McLain had done little more than mention the plants. He revised his brief comment to read: "The Medicine People use sage, cedar, and sweetgrass, and the sweet smell carries the healing forward from the past into the future . . . in the sacred dances of our people across the land."



Examining Writing in the Real World

Analyzing the Media Connection

Discuss these questions about the model on page 198.

1. When might you use the information in Gary McLain's guide?
 2. What key words do you notice in the excerpt? What calls your attention to them?
 3. McLain uses typographical features, such as italics. What other kinds of typographical features and formatting can help clarify information in your expository reports?
 4. What information would be helpful to you if you were shopping for Indian jewelry? What information would help you find the dates for tribal ceremonies?
 5. If you were traveling to Nett Lake Reservation, what information from the excerpt might you jot down in your personal travel journal?
3. What sources of information did McLain use to collect his material?
 4. How did he organize the material? Why was it important for McLain to choose a pattern of organization before he began to write?
 5. Explain the two different writing styles McLain used in his guidebook. How did each style match a specific kind of information?

Analyzing a Writer's Process

Discuss these questions about Gary McLain's writing process.

1. What audience did McLain choose for his book *Indian America*?
2. Why do you think McLain chose the topic for his book? What made him well qualified to write the book?

GrammarLink

When proofreading, professional writers make sure that their verbs agree with their subjects.

The first weekend in June is powwow time.

On your own paper, write the correct verb for each sentence.

1. The Bois Fort Wild Rice Company are doing well.
2. If you likes to powwow, don't miss this one.
3. The Comanches lives in white frame houses.
4. They was great horsemen.
5. We says that America is the great melting pot of the world.

See Lesson 16.1, pages 541–542.

LESSON
5.1

Conveying Information

Expository writing informs and explains. In the model below, the writer uses expository writing to convey information about a traditional Inuit game, the blanket toss.

Literature Model

Members of the community grabbed hold of the edge of an animal skin. When everyone pulled at once, the center snapped up, propelling the person who sat or stood in the center of the skin into the air, just as if he or she were on a trampoline. The leader of the most successful whaling crew was often rewarded with the place on the skin; it was then a matter of pride to remain standing throughout the vigorous tossing.

Kevin Osborn, *The Peoples of the Arctic*



Write to Inform

The most familiar form of expository writing is the essay. An essay consists of an introduction, a body, and a conclusion. The **introduction** usually contains a **thesis statement**—a sentence that states the main or the central idea of the essay. The **body** is made up of one or more paragraphs that include details supporting the thesis statement. The **conclusion** draws the essay to a close. It may restate what has been said or suggest a different way of looking at the material. Notice in the model below how Michele Casey begins her essay on sharks.

Student Model

Although shark attacks do occur, they are not so frequent that swimmers must arm themselves with shark repellents. Survivors of airplane or ship disasters, though, need an effective shark repellent, since they have practically no defenses. The most promising advances are sound/electronic barriers. All other methods have major drawbacks.

Michele Casey, Glen Crest Junior High School,
Glen Ellyn, Illinois

What is the thesis statement in Michele's essay?

The body of Michele's essay goes on to discuss various shark repellents. Her conclusion states, "Shark repellents of today and the future will help prevent further disaster for survivors at sea."

Journal Writing

Imagine that a friend has asked you how to play a game you know well. Write a thesis statement explaining the main objective of the game.

Prewriting Tip

While prewriting, brainstorm a list of questions your essay should answer. Then answer the questions in your draft.

Choose an Approach

The goal of expository writing is to explain or inform. The model on page 215 explains by describing the steps of a process. Expository writing can take other forms. The chart below explains four approaches to expository writing. These approaches can be used alone or combined in any expository piece. To explain about dolphins, the writer of the sample below chose the cause-and-effect approach.

Approaches to Expository Writing	
Approach	Sample Writing
Definition	Sivūquad, a name for St. Lawrence Island, means squeezed dry. The islanders believed that a giant had made the island from dried mud.
Compare-Contrast	The boats in a coastal fishing fleet often stay at sea for days or weeks. Long-range fishing fleet vessels can remain at sea for months.
Process	To breathe, a whale surfaces in a forward rolling motion. For two seconds, it blows out and breathes in as much as 2,100 quarts of air.
Cause-Effect	The discovery of oil and gas in Alaska in 1968 led to widespread development in that region of the world.

According to the writer, why has the dolphin been protected?

For centuries dolphins have fascinated people. Stories about dolphins that guided ships and rescued swimmers have led some people to idealize these creatures. Further, traditional respect and increasing public concern have resulted in measures intended to protect the dolphin.

5.1

Writing Activities

Write an Informative Essay

A television program called *What in the World?* challenges viewers to send in answers to questions, such as “What is a solar eclipse?” or “How are a whale and a dolphin alike?” Choose one of these two questions, do some research, and write a brief essay that answers it.

PURPOSE To convey information

AUDIENCE Television viewers (your classmates)

LENGTH 2–3 paragraphs

WRITING RUBRICS To write an informative essay, you should

- choose an appropriate approach from the chart on the previous page
- elaborate, giving sufficient details and examples to support your answer
- include an introduction, a body, and a conclusion

Listening and Speaking

AS SEEN ON TV Work in a small group to prepare your essay as a presentation on *What in the World?* All group members should be prepared to both give feedback about each person's presentation and to receive feedback about their own. If possible, videotape your presentation and review the tape to make sure you speak clearly.

GrammarLink

Avoid using pronouns without clear antecedents.

To avoid confusion when using pronouns, you must be sure that the noun or group of words to which the pronoun refers—the antecedent—is clear.

Stories about dolphins that guided ships and rescued swimmers have led some people to idealize these creatures.

If this sentence ended “to idealize them,” readers would not know if *them* referred to *dolphins, ships, or swimmers*.

Revise the paragraph below to eliminate confusing pronouns.

¹Heather is helping Jen in the garden; Chad, Mike, and she are planting tomatoes. ²They are proud of the garden. ³Then Chad and Mike will weed his garden and the Wongs' garden.

See Lesson 11.2, pages 437–438.

Viewing and Representing

USING IMAGES TO EXPLAIN Assemble photos, drawings, and other visual aids to help make your TV talk more lively and interesting. Use the aids at appropriate times to illustrate your talk.



LESSON

5.2

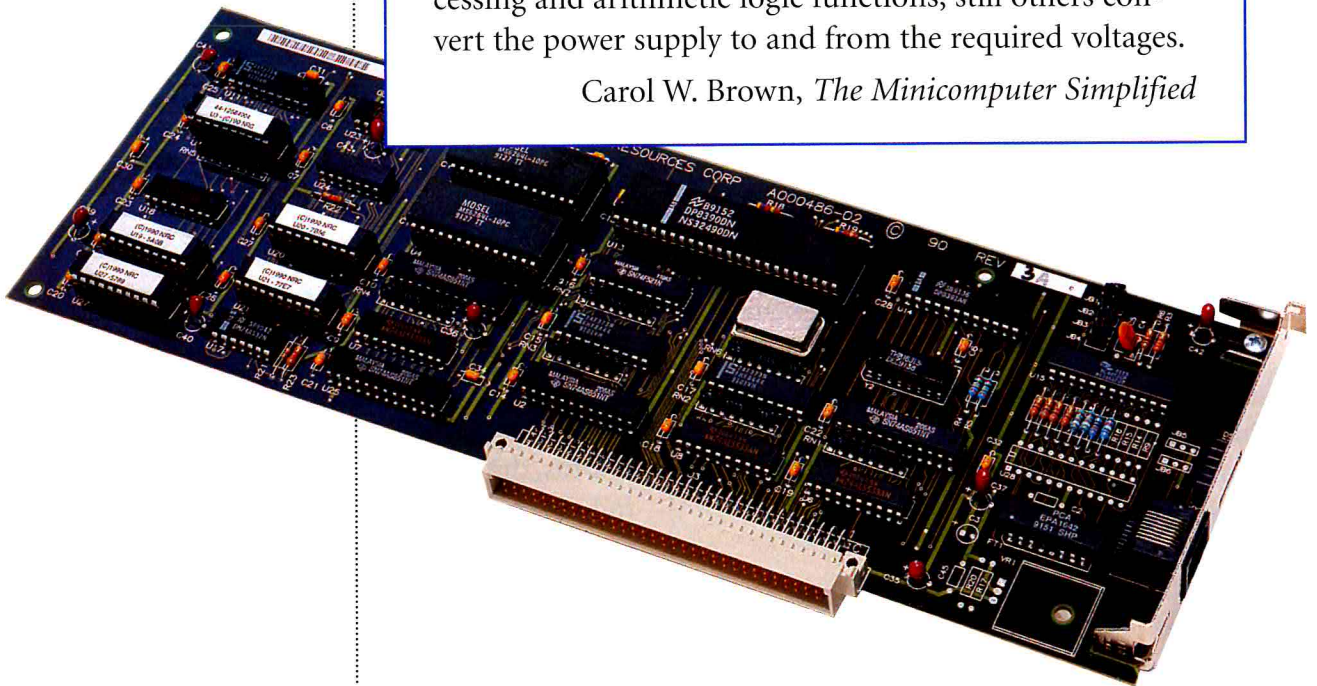
Structuring an Explanation

Choosing and arranging details to support a statement are the foundations of expository writing. Notice how the writer of the model below uses supporting details to explain how computers tackle mountains of information in a flash.

Literature Model

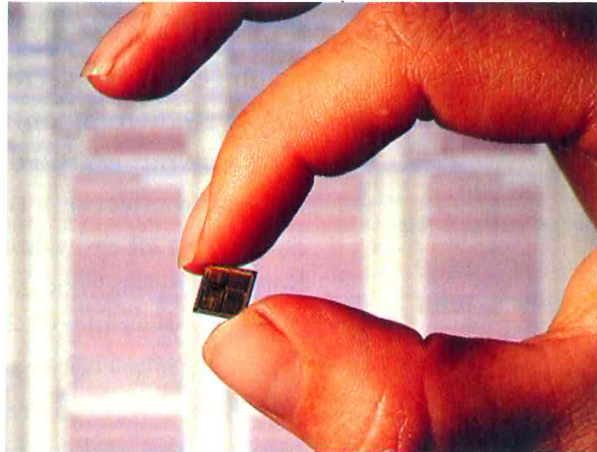
Printed circuit boards are the heart of the computer. On them are mounted the transistors, capacitors, chips, and other electrical marvels that create a computer. Their undersides have ribbons of solder, through which electricity flows. It is not necessary for you to have the foggiest idea how all this works. But do consider how small, lightweight, and portable the printed circuit boards are. Each board has a special function: some provide memory for the computer; others provide the processing and arithmetic logic functions; still others convert the power supply to and from the required voltages.

Carol W. Brown, *The Minicomputer Simplified*



Elaborate with Details

Supporting details are the heart of expository writing. They support the **thesis statement**, or central idea, in the introduction of your essay. The details you select will depend on your approach to expository writing. If you are writing a cause-and-effect essay, you might use reasons as supporting details. In the model Carol W. Brown uses facts to define circuit boards. You can also use statistics, examples, or incidents to support what you say. Note the examples of the types of details listed in the chart below.



Details in Expository Writing	
Type	Example
Facts	Momenta International of California introduced a computer that can recognize and interpret printed handwriting.
Statistics	The processor inside a typical computer can carry out one million additions in only a second.
Examples/ Incidents	The optical processor is an example of a computer that uses light beams to process information.
Reasons	Computer manufacturers are developing smaller computers because businesspeople demand them for use when they travel.

Prewriting Tip
 For help with planning strong paragraphs to introduce your thesis statement, support it with details, and sum it up, see **Writing and Research Handbook**, pages 833–840.



Journal Writing

Think about something you would like to explain to a friend. Write your thesis statement and list the details you would include, trying to use all four types of details.

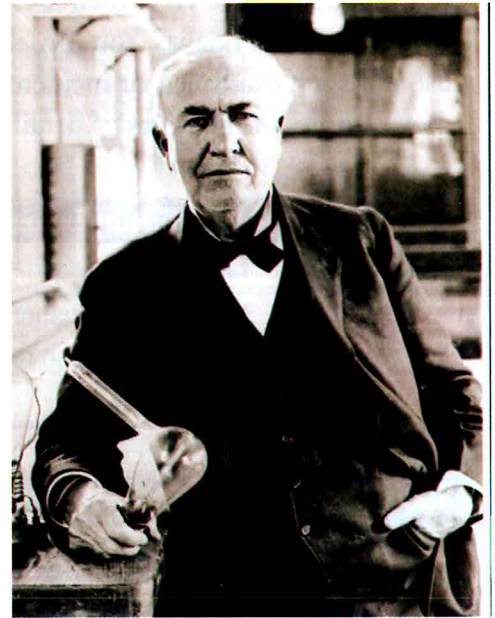
Grammar Tip

When editing an essay that uses time order, be sure the verb tenses reflect the order. For more on tenses, refer to Lessons 10.5–10.9, pages 409–417.

Arrange the Details

Once you've selected supporting details for your explanation, you're ready to organize them. Ask yourself what you're trying to do in your essay. For example, are you going to show the cause and effect of a tidal wave? Are you going to use a comparison-contrast essay to point out the similarities and differences between two comedians? Questions such as these can help you organize your ideas—the supporting details—logically.

You might choose a number of ways to arrange information and supporting details. If you're defining something, you might arrange features from most to least significant. If you're writing about a process, then chronological order, or time order, might be more logical. In the model below, notice the kinds of details that Emilie Baltz uses and how she arranges them.



What types of details are in the writing?

What kind of organization does the writer use?

Student Model

Thomas Edison's invention of the electric light bulb in 1879 came about only after a long, hard process. Finding the right material for the tiny filament inside the light bulb had been difficult. Edison tested 1,600 materials before finally using a piece of burned thread. Because it contained no air, the thread did not burn quickly inside the bulb. This invention would eventually bring light into the world.

Emilie Baltz, Hufford Junior High School,
Joliet, Illinois

5.2

Writing Activities

Write an Explanation

Imagine that a person from the 1800s has come to visit you. He is curious about some modern invention, such as a computer or a blender. Write a simple explanation of how the device works and what it can be used for.

PURPOSE To use supporting details to explain how a device works and what it can be used for

AUDIENCE A person from the 1800s

LENGTH 2–3 paragraphs

WRITING RUBRICS To explain the device, you should

- describe the major purposes of the device
- make clear how the device is used
- arrange the details in an organized, logical way
- make the explanation clear and legible for the audience.

Using Computers

You can use a computer to illustrate your explanation with pictures, graphs, charts, and diagrams. To make your explanation easier to understand, use the computer's formatting features to boldface words, change font sizes and styles, and make bulleted lists.

GrammarLink

Form the plurals of compound nouns correctly.

Add -s or -es to the end of one-word compound nouns and to the most important part of other compound nouns.

undersides

printed circuit boards

Use the plural form of each compound noun below in a sentence.

- | | |
|------------------|---------------------|
| 1. bookend | 11. vice president |
| 2. halfback | 12. editor in chief |
| 3. father-in-law | 13. suitcase |
| 4. showcase | 14. brother-in-law |
| 5. great-aunt | 15. windowsill |
| 6. runner-up | 16. nosebleed |
| 7. storybook | 17. groundhog |
| 8. basketball | 18. toothpaste |
| 9. pot of gold | 19. sunbeam |
| 10. paper plate | 20. ice rink |

See Lesson 9.2, pages 383–384.

Listening and Speaking

COOPERATIVE LEARNING In a small group, read your explanation aloud. Have group members pay special attention to word choices, making sure that any technical terms are explained or defined. Edit your explanation on the basis of the feedback you get.



LESSON

5.3

Writing to Compare and Contrast

Expository Writing

When you compare two things, you explain how they're similar. When you contrast two things, you explain how they're different. Comparing and contrasting two items can be a useful way of explaining them.



Tanya enjoys country and western music. Classmate Ben prefers Latin American music. These two kinds of music are different in some ways and alike in others. Think about two types of music. Jot down two or three things about them that are similar and two or three things that are different.

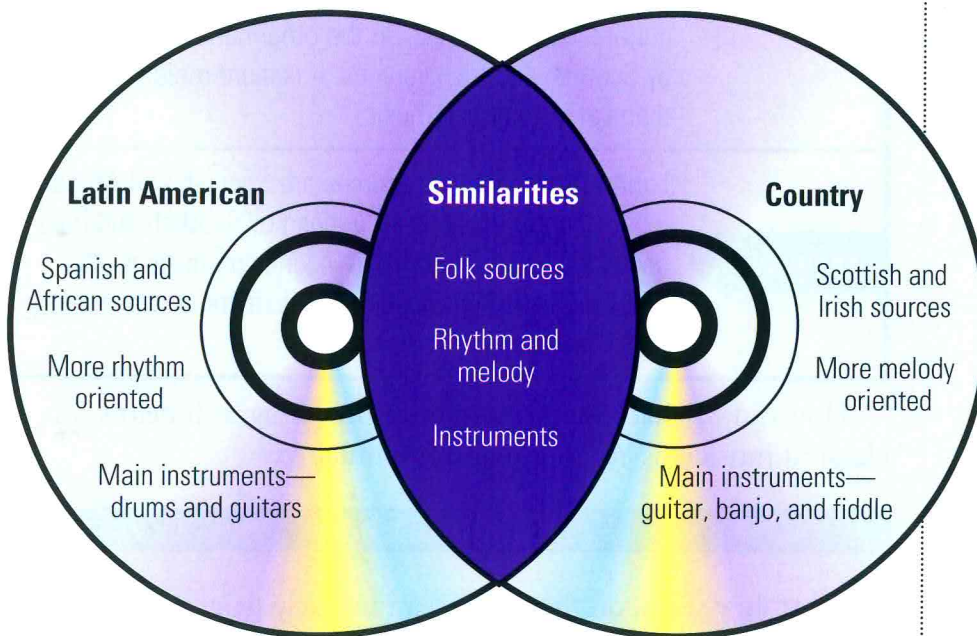
Identify Similarities and Differences

By looking carefully at two things, you see their similarities and differences. This close look often helps you understand each thing better. Comparing and contrasting requires an analytical approach.

Before you write a compare-and-contrast essay, you need to identify similarities and differences in your subjects. A Venn diagram, such as the one below, may help you. Be sure that your subjects are related, as two kinds of music are. Also, compare and contrast the same set of features, such as cultural sources and sound, that relate to the subjects.

Vocabulary Tip

When drafting an opening sentence for a compare-and-contrast essay, choose words that will grab your reader's attention.



Journal Writing

Think of two musical artists or groups that are related in some way. In your journal make a Venn diagram. Use the diagram to compare and contrast the musicians in terms of the same features.

Organize by Subject or by Feature

You can organize compare-and-contrast writing either by subject or by feature. In organizing by subject, you discuss all the features of one subject and then the features of the other. For example, you might explain the sources and sound of Latin music and then discuss the contrasting sources and sound of country music. When organizing by feature, you discuss one feature at a time for both subjects. See the chart below.

Organizing by Subject or Feature	
Subject	Latin American music sources are Spanish and African. The beat of the music is strong and rhythmic. The main instruments used in Latin American music are drums and guitars. Country music, on the other hand, is influenced by Scottish and Irish sources. It is more melody oriented than Latin American music.
Feature	Latin American music sources are Spanish and African, while country music is influenced by Scottish and Irish sources. The sound of the two kinds of music is also different. Latin American music is rhythmic and country music is melodic.

How did Michael Shapiro organize the paragraph below on classical musicians Yo-Yo Ma and Emanuel Ax?

Does the writer organize his contrast by feature or by subject?

How are Yo-Yo Ma and Emanuel Ax different?

Literature Model	
<p>They seem, on the surface, an unlikely pair, as is often the case with friends who never seem to lose the rhythm of their relationship. Ma was the child wonder who came of age musically in the warm embrace of such mentors as Isaac Stern and Leonard Rose. Ax grew up never knowing whether he would be able to become a concert pianist. For Ma playing the cello has always come easily. For Ax the musician's life is one for which he feels forever grateful.</p> <p style="text-align: right;">Michael Shapiro, "Yo-Yo and Manny"</p>	

5.3

Writing Activities

Write a Compare-and-Contrast Essay

Write an essay about two people, places, or things that you are studying in school, such as two characters from a book or two cities.

PURPOSE To compare and contrast items

AUDIENCE Your teacher or classmates

LENGTH 2–4 paragraphs

WRITING RUBRICS To write an effective compare-and-contrast essay, you should

- use a Venn diagram to identify similarities and differences
- organize by subject or by feature

Cross-Curricular Activity

HEALTH AND PHYSICAL EDUCATION

Choose two sports that are popular in your school. In a brief essay, compare and contrast the two by explaining how they are alike or different in terms of factors such as cost, health benefits, danger, and strategy. Conclude by expressing an opinion about which of the two you believe is more deserving of school and community support. Base your opinion on the details you used in your essay.

GrammarLink

Make the verb agree with the closer subject when the parts of a compound subject are joined by **or** or **nor**.

Compound subjects are common in compare-and-contrast writing:

Neither Ma nor Ax hides his talent.

Write the correct verb for each sentence.

1. Neither Mozart nor Haydn are very popular at my house.
2. Either the Beatles or the Grateful Dead were Mom's favorite.
3. Neither Nirvana nor Green Day appeal to my parents.
4. Either my uncles or my dad rave about the Rolling Stones.

See Lesson 16.5, pages 549–550.

Listening and Speaking

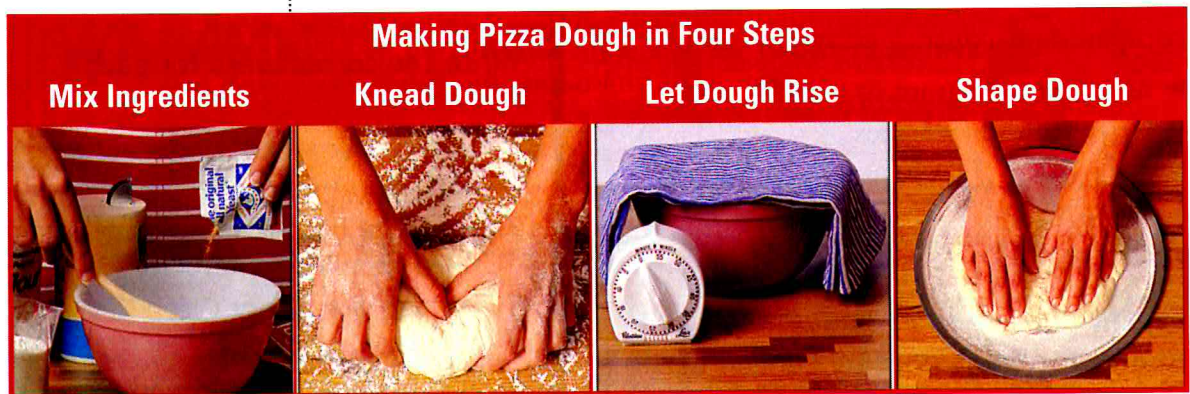
ADDRESSING THE ISSUE In a small group, deliver your sports paper as if you were presenting it to a meeting of the school board. Adjust your tone, volume, and vocabulary for that audience. Ask the “school board” to respond to your presentation. As a group, compare and contrast the various opinions about sports that are presented.

LESSON 5.4

Writing About a Process

Everyday life is full of step-by-step processes. In this lesson you will learn to explain an everyday process so that others can understand how to complete it.

Making pizza dough may look difficult, but it isn't. There are, however, some basic steps that you need to follow. You also need a recipe, of course. In the photos below, the basic steps in making dough are broken down.



Have a Clear Purpose

Knowing how to do something does not guarantee that you can easily share that knowledge with others. Some people find it more difficult to explain a step-by-step process than to actually do it. The instructions in the model on the next page use clear and simple language to explain a rather complicated process: handling hot chilies.

Literature Model

Wearing rubber gloves is a wise precaution, especially when you are handling fresh hot chilies. Be careful not to touch your face or eyes while working with them.

To prepare chilies, first rinse them clean in cold water. (Hot water may make fumes rise from dried chilies, and even the fumes might irritate your nose and eyes.) Working under cold running water, pull out the stem of each chili and break or cut the chilies in half. Brush out the seeds with your fingers. In most cases the ribs inside are tiny, and can be left intact, but if they seem fleshy, cut them out with a small, sharp knife. Dried chilies should be torn into small pieces, covered with boiling water and soaked for at least 30 minutes before they are used. Fresh chilies may be used at once, or soaked in cold, salted water for an hour to remove some of the hotness.

Recipes: Latin American Cooking

The word "first" helps identify what step to begin with.

What are the steps in preparing fresh chilies?

Grammar Tip

As you edit your essay, notice that some of your transitions can appear in adverb clauses. For information see Lesson 14.5, pages 513–514.

To explain a process, choose a topic that you understand well or can research if necessary. Then identify your audience and what they may already know. Locate terms they'll understand and those you'll have to explain. Be clear about your purpose. You may be helping readers make or do something themselves, such as making tacos. On the other hand, you may be explaining how something works or happens, such as how a Mexican chef makes tacos.

Journal Writing

In your journal use a cluster map to explore topics for a process explanation. You might choose a hobby or another activity you enjoy. Circle your three best ideas.

Make the Order Clear

Before you write about a process, gather information through research, observation, or interviews. List the steps of the process in chronological order. Then write your draft. Use transition words, such as *first*, *next*, and *later*, to connect the steps. The chart shows a plan one student followed to write the explanation that appears below.

Relating a Process	
Organizing Your Writing	Example
Topic	How to make a pizza
Audience	Friends
What the audience needs to know	The steps in making the pizza
Gathering information	Watch the video I taped. Read a pizza cookbook.
Listing steps	1. Spread dough. 2. Spread cheese. 3. Add vegetables. 4. Top with fresh tomatoes.

The writer lists the four steps in chronological order.

What transition words does the writer use in the explanation?

Student Model

First, spread the dough so that you have an inch-wide rim around the sides. The rim keeps the filling from leaking out while the pizza's cooking. Now it's time to put in the fillings. Place the cheese on the dough to keep it from getting soggy. Then add peppers, onions, or other vegetables that could burn if they were on top. Place fresh chopped tomatoes over the vegetables. Your pizza's oven-ready.

Luke Lapenta Proskine, Wilmette Junior High School,
Wilmette, Illinois

5.4

Writing Activities

Write a Step-by-Step Guide

Select an ordinary task, such as how to tie your shoes or how to find a library book. Write a step-by-step explanation for someone who knows little or nothing about the task.

PURPOSE To explain how to perform a simple task

AUDIENCE Someone who does not know how to perform the task

LENGTH 1/2 page

WRITING RUBRICS To write an effective step-by-step explanation, you should

- explain terms the reader may not know
- write the steps in chronological order
- use appropriate transition words
- use precise verbs to make your explanation clear

Listening and Speaking

COOPERATIVE LEARNING In a small group, brainstorm different kinds of foods that you know how to cook. Choose a food from the list, and draft a brief but clear step-by-step explanation of how to cook the food. If you need to do any research, individual students can take responsibility. Read your draft explanation in the group, and discuss how to revise the steps to make them clearer or more informative. Assemble your final explanation into a cookbook with other groups.

GrammarLink

Use precise verbs to clarify explanations.

Precise verbs tell your readers exactly what you mean.

. . . *pull out the stem of each chili and break or cut the chilies in half.*

Revise each sentence below, replacing general verbs with more specific ones.

1. To make sugar cookies, first put oil on a shiny cookie sheet.
2. After making the dough, get it to cool down for several hours in the refrigerator.
3. Cook the cookies at 350° for 10 minutes.
4. Enjoy the cookies with a glass of milk, but do not eat all of them at one time.
5. Be sure to clean up the counters afterward.

See Lesson 3.3, page 122, and Lesson 10.1, page 401.

Viewing and Representing

CREATING VISUAL AIDS Create a series of four or five drawings that illustrate your step-by-step explanation. In your small group, be sure group members can connect your drawings with your essay. Attach the drawings to the essays for a “How to . . .” booklet.

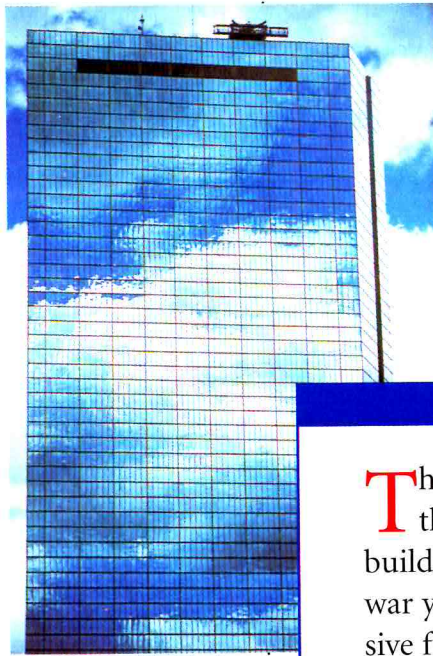


LESSON

5.5

Explaining Connections Between Events

Sometimes events are connected—one event or situation causes another, and so on. The cause always comes before the effect, or result.



The skyscraper reflects billowing clouds. You ask yourself, What would cause an architect to use reflective glass in a skyscraper's windows? James Cross Giblin answers this question.

Literature Model

The energy crisis of the 1970s presented yet another threat to the windows in homes, schools, and office buildings. The all-glass architectural styles of the post-war years had depended on a steady supply of inexpensive fuel for heating and air-conditioning. Now there was a danger that that supply might be cut off, or drastically reduced.

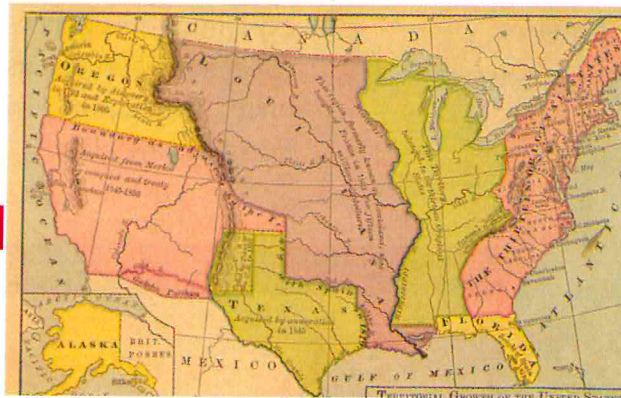
To conserve energy and meet the demand for even better climate control in buildings, manufacturers developed an improved window covering—reflective glass. Reflective glass was coated with a thin, transparent metallic film. This mirrorlike coating reflected the sun's rays away from the glass and lowered heat gain within the building much more than mere tinted glass could.

James Cross Giblin, *Let There Be Light*

Be Clear About Cause and Effect

Giblin uses cause and effect to explain the origins of mirror-like skyscraper windows. The cause (the energy crisis) led to an effect (the development of reflective-glass windows). A cause-and-effect explanation may show one cause and one effect. Or it may explain a series of effects resulting from a single cause. It can also present multiple causes and multiple effects.

Make sure that your topic describes true cause and effect. Because one event follows another doesn't mean that the first caused the second. Suppose you close a window, and then the phone rings. Shutting the window didn't make the phone ring. Nick Poole linked cause and effect correctly in the paragraph below.



Student Model

During the nineteenth century, Americans were part of a tremendous expansion westward.

These pioneering Americans left their homes back east for at least three reasons. Some were seeking fertile soil for farming. Many were looking for economic development. Trade was one way of making money. The pioneers traded with Native Americans, especially for furs. Various goods were also available from Mexicans. Finally, other Americans just went west for the adventure.

Nick Poole, Wilmette Junior High School,
Wilmette, Illinois

What three causes of westward expansion does Nick identify?

Journal Writing

Select a recent event that held some particular meaning for you. Identify the causes or effects of the event. In your journal list each cause or effect.

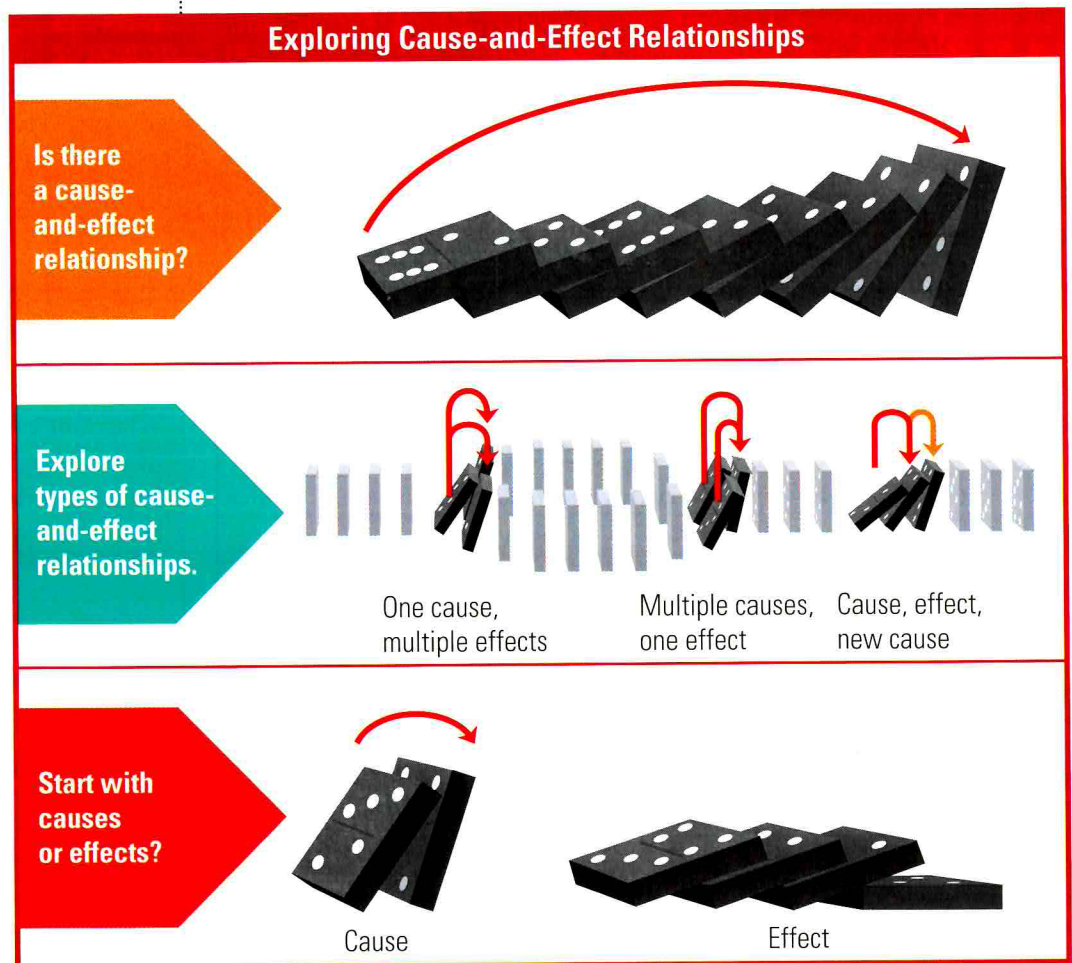
Revising Tip

When revising, use transitions such as the following to help you make cause-and-effect relationships clear: *so, if, then, since, because, therefore, as a result.*

Choose an Organizational Pattern

The chart below shows steps you can take to organize a cause-and-effect essay. First, select a topic, and ask yourself if a clear cause-and-effect relationship exists. Next, explore the types of cause-and-effect relationships present. Is there one cause for several effects? Are there several causes leading to a single effect? Or are there multiple causes with multiple effects?

Finally, choose a pattern of organization for your writing. You can organize your cause-and-effect draft in one of two ways. One method involves identifying a cause and then explaining its effects. The other method involves stating an effect and then discussing its cause or causes. After you've completed your draft, review it to be sure the cause-and-effect relationships are clear.



5.5

Writing Activities

Write a Cause-and-Effect Letter

You are concerned about the poor condition of the town's swimming pool and basketball courts. Write a letter to a town government official. Explain what could result if no action is taken. Present some solutions.

PURPOSE To present a cause-and-effect explanation

AUDIENCE Town government official

LENGTH 3–4 paragraphs

WRITING RUBRICS To write an effective cause-and-effect letter, you should

- establish a cause-and-effect connection between the conditions and possible outcomes
- explain possible multiple effects
- include facts and examples to support your case

Cross-Curricular Activity

SCIENCE Think of a natural process that involves a cause-and-effect relationship, such as the way a plant or a storm develops. Use your science book or other resources, including the Internet, to find information on the process. Then write a brief essay, aimed at fourth graders, designed to explain the cause-and-effect process. Be sure to explain or define any technical terms you use.

GrammarLink

Watch out for confusing word pairs.

Be sure to choose the correct word in pairs like *than* and *then*.

. . . lowered heat gain . . . much more **than** mere tinted glass could.

Complete each sentence with the correct word.

I was ¹(laying, lying) down; ²(than, then) my sister's friends arrived for her party. I had to ³(raise, rise)—no more ⁴(quiet, quite) for me. I could ⁵(accept, except) that because Ann would ⁶(leave, let) me join the party. To help out, I ⁷(sat, set) the table; ⁸(all together, altogether) there were ten of us. Each would ⁹(choose, chose) food from a buffet. ¹⁰(Beside, Besides) sandwiches, we were offering Chinese dishes.

See Lessons 17.1–17.3, pages 559–564.

Listening and Speaking

COOPERATIVE LEARNING In a small group, deliver your science essay as an oral presentation. Ask for feedback to help you make your presentation more suitable for younger students. If possible, arrange to present your science essay to a fourth-grade class.

LESSON

5.6

Answering an Essay Question

Expository Writing



How did the invention of the automobile change daily life in the United States?

Essay questions on tests call for explanations. Understanding what the question calls for will help you improve your answers.

Writing a good answer to an essay question takes some planning. First, read the question carefully. Then decide roughly how many minutes you'll spend on each of the following tasks: (1) underlining key words and jotting down key ideas to include in the answer; (2) developing a thesis statement and a brief outline; (3) drafting your answer; and (4) revising and editing as time permits.

Begin planning your answer. Look at the question for clue words that can help you compose your answer. Then identify key ideas you'll want to discuss. You might explore them by using a cluster diagram or organize them by renumbering. The facing page shows how a student organized some key ideas to answer the test question at the top of this page. The chart below the student model gives examples of clue words.

Revising Tip

When you revise your answer, cross out any unnecessary details. Insert details that will make your answer more complete.

People Farmers are no longer isolated. Places
 Places like motels, drive-ins, and large
 shopping malls are a part of daily life.
 People within cities can travel to jobs many
 miles from their homes.
 People can drive many miles on short or
 long vacations.

The items in the list have been grouped as they will be discussed in the draft.

Clue Words in Essay Questions

Clue Word	Action to take	Example
Describe	Use precise details to paint a picture of something.	Describe the appearance of the first Model T Ford.
Explain	Use facts, examples, or reasons to tell why or how.	Explain how the car was developed.
Compare	Tell how two or more subjects are alike.	Compare the steam car and the electric car.
Contrast	Tell how two or more subjects are different.	Contrast the Model T with a car of today.
Summarize	State main points in brief form.	Summarize how a four-cycle engine works.

Journal Writing

Use one clue word from the chart to write a question. Choose a topic that intrigues you. Take the notes you would need to answer the question.

Write Your Answer

Your answer should be a well-organized essay. The introduction to your essay should contain a statement of the main ideas in your answer. One effective way to begin is by restating the question.

Follow your introductory statement with the body of your answer. Include information from your notes as you write your supporting details. Then write a conclusion that restates your beginning statement and summarizes your answer. When you've finished your draft, see whether your content words match the

content words of the question. Content words are the key words that relate to the subject matter. Finally, revise and edit your draft. Notice how one writer drafted an answer to the question on page 222.



The first sentence of the answer restates the question.

What details does the writer use in the body to show the change in Americans' daily life?

The conclusion restates the introductory statement.

The invention of the automobile has changed daily life in the United States in two important ways. First, Americans are constantly on the move. City people can drive to jobs far from their homes. Farmers can travel to stores and offices miles away. Vacationers can drive to faraway places. Second, American businesses now provide services to go. Motels, drive-ins, and malls suit the needs of Americans on the run. Automobiles have changed America into a nation on wheels.

5.6

Writing Activities

Write a Question and Its Answer

Write an essay question and answer dealing with the issue of energy use and conservation in your community. The question should enable you to use facts and information that are generally known.

PURPOSE To answer an essay question

AUDIENCE Your history teacher

LENGTH 2 paragraphs

WRITING RUBRICS To write an effective essay question and answer, you should

- develop a question that is challenging but realistic
- plan an answer that connects to the key words of the question
- organize your answer with an introduction, a body, and a conclusion

Listening and Speaking

COOPERATIVE LEARNING With a small group look through another textbook for a single essay question for everyone to answer. Take twenty minutes to answer the question. Then share your answers. Talk about the best parts of the organization and content of each essay. Discuss possible improvements.

GrammarLink

Use commas to separate items in a series.

Motels, drive-ins, and malls. . . .

Write each sentence, adding commas where necessary.

1. Sound heat and light are all forms of energy.
2. Water wind and geothermal energy are used to generate electricity.
3. Environmentalists policymakers and consumers do not always agree on energy issues.
4. Ski resorts office buildings and airplanes all require large amounts of energy to operate.

See Lesson 20.2, pages 601–602.

Cross-Curricular Activity

ART In a small group, select an interesting piece of artwork from this book. Together, develop an essay question that requires the writer to interpret and explain the meaning of the artwork. Individually, write answers to the group's question. Compare and contrast answers to see how much agreement or disagreement there was about the meaning of the artwork.



LESSON**5.7**

Reports: Researching a Topic

Finding and narrowing a topic are the first tasks in preparing a research report.



On television you see a man flying an airplane, leading a flock of Canada geese. The man has raised these orphaned geese. Because they have not been able to learn to fly on their own, the pilot is teaching them. Why do the geese follow the airplane? When were they ready to learn to fly? Where will they go in the winter?

Find a Research Topic

When you prepare to write a research report, think about things that you would like to know more about. Read your journal for thoughts, questions, and possible topics. Make a list of questions about subjects that you would like to explore.

How and when do birds learn to fly?

Do geese use all their feathers to help them fly?

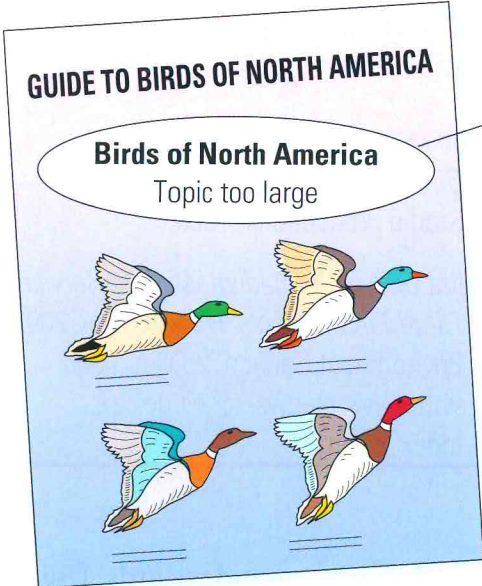
Why do birds migrate?

How do they find their way? Do they use landmarks or the position of the sun, moon, and stars?


After making a list of questions, consider the length of your report. Are you writing a two-page report or a twelve-page report? The length of your report will determine how broad your topic can be.

The list of questions on page 226 is about birds, but the general topic of North American birds is too large for one report. The topic of types of Canada goose feathers is probably too narrow. The topic of Canada goose migration is probably just the right size for a two-page report.

Next, consider your purpose and your audience. What do you want to explain? What information do you want to share? Decide who your readers will be and how much they already know about your topic. Can you provide all the necessary background information and facts?



Migration of the Canada Goose
Perfect topic size!



Feather Types of Canada Geese
Topic too small

Research Tip
Unit 22, pages 640–662, explains how to use the library's resources to find the information you need for your report.



Journal Writing

Pick a news or sports event and jot down some questions about it. Is there a report topic here? If so, summarize what kinds of information you might include in the report.

Research Tip

For help with preparing your list of works cited, see **Writing and Research Handbook**, pages 843–846.

Get the Facts

Begin by looking for sources of information on your topic. For example, you might find books, articles, Web sites, CD-ROMs, or videocassettes about your topic. The chart below includes examples of sources you might use. It also illustrates how to format the bibliography or works-cited list at the end of your report.

Source Types and Works Cited

Sources	Example	Works Cited
Books	<i>Bird Migration</i>	Mead, Chris. <i>Bird Migration</i> . New York: Facts on File, 1983.
Magazines & newspapers	<i>Petersen's Photographic Magazine</i>	Warden, J. W. "Migration! The Great Spring Event." <i>Petersen's Photographic Magazine</i> April 1992: 22-25.
Encyclopedias	<i>World Book Encyclopedia</i>	"Canada Goose." <i>World Book Encyclopedia</i> . 1999.
Video materials	<i>Audubon Society's Video-Guides to Birds of North America: Volume 1</i>	<i>Audubon Society's VideoGuides to Birds of North America</i> 1. Godfrey-Stadin Productions, 1985.
Online references	<i>Canadian Wildlife Service Hinterland's Who's Who</i>	"Canada Goose." <i>Canadian Wildlife Service Hinterland's Who's Who</i> . 15 May 2002. Environment Canada. 23 Oct. 2003 < http://www.cws-scf.ec.gc.ca/index_e.cfm >.

Take Notes

As you gather information, take notes on index cards. Use one card for each piece of information. Name the source on each card so that you can give proper credit when you use the information in your report. You must always tell readers when you use someone else's words or ideas. Remember to name sources for illustrations that you include in your report.

In your notes, you may write a paraphrase, a summary, or a direct quotation. A **paraphrase** is a restatement of a passage in your words, capturing the details. A **summary** is a restatement of only the main idea of a passage. A **quotation** is a word-for-word copy of a passage.

Drafting Tip

If your teacher wants you to use parenthetical documentation in the text of your report, see **Writing and Research Handbook**, page 843, for guidance.

5.7

Writing Activities

Choose a Topic and Begin Your Research

Write down a few topics that you would like to research. Decide which topic you would most enjoy writing about. Write your topic at the top of a piece of paper. List the headings *Books, Magazines and Newspapers, People, Technology, Illustrations, Other Sources*. Beside each one, note specific research sources. Use the library to get more ideas for sources and begin taking notes.

PURPOSE To gather information for a report

AUDIENCE Yourself

LENGTH 1 page of source ideas; at least 15 note cards

WRITING RUBRICS To begin, you should

- choose a topic you would enjoy learning more about
- narrow the topic so you can cover it thoroughly
- ask questions about your topic and use your sources to find answers
- write notes from your research on note cards, identifying the source of the information on each card
- keep a separate list of sources and the information about them that you will need for a works-cited list

Listening and Speaking

COOPERATIVE LEARNING Work with a small group of classmates to narrow your topics and find sources.

GrammarLink

Punctuate and capitalize titles correctly.

“Migration! The Great Spring Event”
The World Book Encyclopedia

Write each title, adding capital letters, quotation marks, and italics (underlining) as needed.

1. following in sherman’s footsteps (magazine article)
2. minneapolis star tribune (newspaper)
3. robert m. stuart’s guide to civil war battlegrounds (video)
4. the red badge of courage (book)
5. the journal of the civil war (magazine)
6. gettysburg as theme park? (newspaper article)
7. the battle hymn of the republic (song)
8. the battle of bull run (book chapter)

See Lesson 19.4, pages 589–590, and Lesson 20.6, pages 609–610.



Using Computers

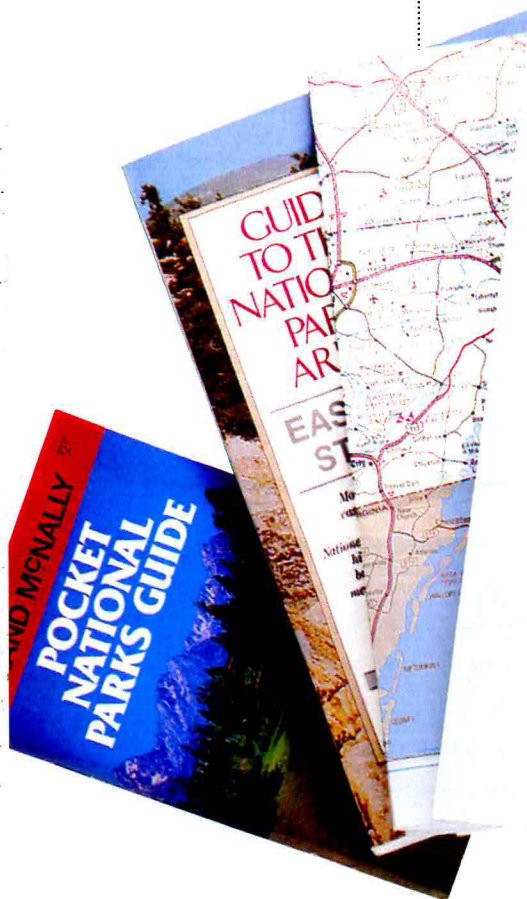
Check to see whether your library’s card catalog is online. If it is, ask a librarian to show you how to search it for books and magazine articles about your topic.

LESSON
5.8

Expository Writing

Reports: Writing a Business Letter to Request Information

Writing a business letter can help you get answers to questions that other sources can't answer. As the model below shows, you can write a business letter to request information or to ask someone for an interview.



1665 Shadyside Road
Dover, DE 19809
January 10, 20--

Ms. Maria Washington, Director
Sellar's Island
National Wildlife Refuge
Route 3
Tyler, DE 19968

Dear Ms. Washington:

I am an eighth-grade student at Dover Junior High School in Dover, Delaware, and I am working on a report on the migration of the Canada goose. I am writing to you to ask for information on the Canada geese that spend the winter at Sellar's Island. I'd appreciate it very much if you would answer these questions for me.

1. What features at Sellar's Island attract the large flock of geese?
2. What is the estimate for the actual number of geese that pass through each winter?
3. Have you done any leg banding to try to find out whether the same geese return each year?

The answers to these questions, and any other information that you can provide, will be very helpful to me in my report. I live only about thirty miles from Sellar's Island. Would it be convenient for me to visit you for a brief interview and a tour of the refuge? I could arrange to come any weekday after school in the next two weeks. Thank you for your help. I look forward to hearing from you and learning more about the Canada goose.

Yours truly,
Roberto Estevado
Roberto Estevado

Grammar Tip

When editing, check your use of pronouns and antecedents. For more information on pronouns, see Lessons 11.1–11.7, pages 435–448.

Know Why You're Writing a Business Letter

When you write a business letter, you should have a clear reason for writing. If you're writing a business letter to request information, state your questions clearly. Make your request specific and reasonable and make sure you're asking for information you can't get anywhere else. If you're requesting an interview, explain what you want to discuss. Suggest some dates and times. Business letters have other uses, such as placing an order or lodging a complaint. A letter to the editor is a business letter written to express an opinion.

Guidelines for Writing Business Letters

1. Use correct business-letter form. Some dictionaries and typing manuals outline different forms of business letters.
2. Be courteous and use standard American English.
3. Be brief and to the point. Explain why you need the information.
4. Use clean white or off-white paper. Make a neat presentation.
5. Be considerate. Request only information you can't get another way.
6. When requesting an interview, suggest a few dates so that the interviewee may be able to arrange a meeting with you.

Don't hesitate to write business letters to request information. Many people will be happy to tell what they know.

Journal Writing

Look in your journal for ideas for a report topic. Make a list of possible sources of information—other than the library—on this topic and think about how to contact those sources.

3. Have same geese
The answers to
I live only about
provide, will be very
for me to visit you for a
arrange to come any weekda
Thank you for your help.
ing more about the Canada goose

Get Down to Business

Readers expect business letters to be clear and to follow certain rules. At the beginning of your letter, introduce yourself and your purpose for writing. Use the paragraphs that follow to support your purpose with details. Conclude by stating clearly exactly what you want from the reader. Are you requesting an interview? Are you asking for answers to specific questions? Show your draft to a peer reviewer and ask whether your message is clear. When readers notice the care you took in writing to them, they will be more likely to respond to you.

The heading gives the writer's address and the date on separate lines.

The inside address gives the name, title, and address of the person to whom the letter is being sent.

The introductory paragraph states the purpose for writing.

The body presents supporting details—reasons and facts.

Use *Sincerely* or *Yours truly* (followed by a comma) for the closing.

Sellar's Island
National Wildlife Refuge
Route 3
Tyler, DE 19968
January 15, 20—

Mr. Roberto Estevado
1565 Shadyside Road
Dover, DE 19809

Dear Mr. Estevado:

I was pleased to receive your letter of January 10 regarding the annual Canada goose migration to Sellar's Island. Here are the answers to your questions.

1. Located on a flat coastal plain, only about ten feet above sea level, Sellar's Island offers an ideal environment for Canada geese. The island has large marshy areas, brushy woodlands, and vast expanses of fresh water. We have also "improved" the environment by planting more than fifteen acres of grain.
2. Our studies indicate that approximately twenty thousand Canada geese winter at Sellar's Island.
3. We have done many studies on the goose population, including leg banding. I have enclosed a copy of our latest report. As it indicates, large numbers of the same geese do tend to return to us each year.

I would be happy to meet with you for an interview and a tour of the refuge facilities. Would 4:00 P.M. on Tuesday, January 23, be convenient? I've enclosed a brochure describing the facilities at Sellar's Island. The brochure provides directions for coming to the refuge.

Sincerely,

Maria Washington

Maria Washington
Director

5.8

Writing Activities

Write a Business Letter

Look again at the topic you chose in the Journal Writing activity on page 231. Somewhere there is an expert on that subject who can give you information you can use in a report. Ask your local librarian to help you locate an expert. If the person lives in your area, use a letter to request an interview. Then prepare and carry out the interview. If your expert does not live near you, use a letter to ask the questions you would ask in an interview. For help with writing a business letter, see *Business Letters*, pages 333–337.

PURPOSE To gain information from an expert for a report

AUDIENCE Your interviewer; yourself

LENGTH 1-page letter; 1–2 pages of notes from the interview

WRITING RUBRICS To write an effective business letter, you should

- be clear about what you want
- be brief and considerate
- use correct form
- proofread to correct errors in the conventions of grammar, usage, spelling, and punctuation

Listening and Speaking

COOPERATIVE LEARNING In a small group, read your letters aloud to one another. Be prepared to both give and receive feedback about ways to improve the letters.

GrammarLink

Use correct punctuation in a business letter.

Write the business letter below, using the sample letter on page 232 as a guide.

4464 Rheims Place
Dallas TX 75205
January 20 20–

Dr. Cheryl Anne White
33 Parker Street
Cambridge MA 02138

Dear Dr. White

I heard you speak in Austin Texas on November 10 20– and was impressed with your advice on feeding birds. Please send me information about how I can order copies of your brochure “Winter Feeding Stations.”

Thank you for your assistance.

Yours truly

Aaron Jacobs

*See Lesson 20.4, pages 605–606,
and Lesson 20.5, pages 607–608.*



Using Computers

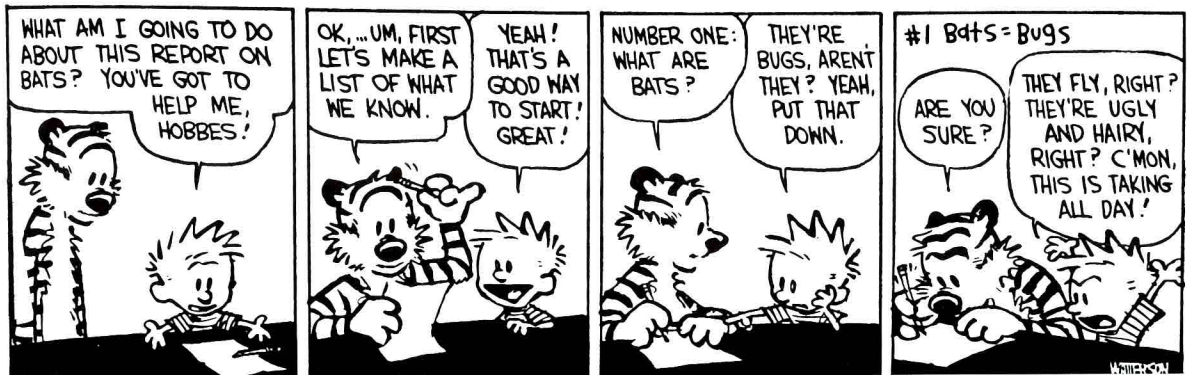
Proofread your business letter carefully—even after your computer checks for spelling errors. Most programs can’t find errors caused by homophones, such as *to*, *too*, and *two*.



LESSON 5.9

Reports: Planning and Drafting

In this lesson, as you use research notes to begin planning and drafting, you will pull together all that you have learned about reports.



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Like Calvin, you have decided on a topic for your report. Unlike Calvin, however, you have done your research. Now that you have collected a lot of valuable information, it's time to learn a few strategies to help you begin your report.

Develop a Plan of Action

Before you begin planning and drafting a report, make sure you have a clear idea of your purpose for writing and of your audience. Knowing this information will help you focus your planning and drafting.

Review your notes, looking for a focus or a central idea that you can express in a sentence or two. Draft a **thesis statement** based on this central idea. Although your thesis statement may change as you continue researching or begin drafting, it can guide you as you write your outline.

After determining your thesis statement, you need to decide what main ideas you will cover in your report and draft an outline. Begin by looking through your note cards and grouping them according to topics. Each group of note cards can then become a main heading in your outline. The facts and details on the cards can become subtopics. The beginning of Roberto's outline appears below.

The thesis statement identifies the topic and the central idea of the report.

The major outline heads state the main ideas of the paragraphs. Subheads note supporting facts and details.

The Canada goose's migration pattern has

- dramatically changed in recent years.*
 - I. Characteristics of the Canada goose*
 - A. What the Canada goose looks and sounds like as it flies overhead*
 - B. What its traditional migration pattern used to be*
 - C. How the pattern has changed*
 - II. Basic needs of the Canada goose, and how they relate to migration*
 - A. Food*
 - B. Water*
 - C. Protection*
 - III. Why and where the Canada goose used to migrate*

Like all wildlife, Canada geese have a few basic requirements for food and their

*Source: John Terborgh, Where Have All the Birds Gone?
Princeton*

World War I, corn harvested by machine leaves up to 25 percent of crop in field. This will feed 100 million birds. Therefore "the winter capacity for Canada geese has likely been raised many fold."

Journal Writing

Read a newspaper or magazine article. In your journal, jot down the headline or title and the article's central idea or thesis. Then, on the basis of the article, create an outline of the article's main ideas and subtopics.

Drafting Tip

When drafting, refer to your outline and thesis statement to make sure you have included all your main ideas.

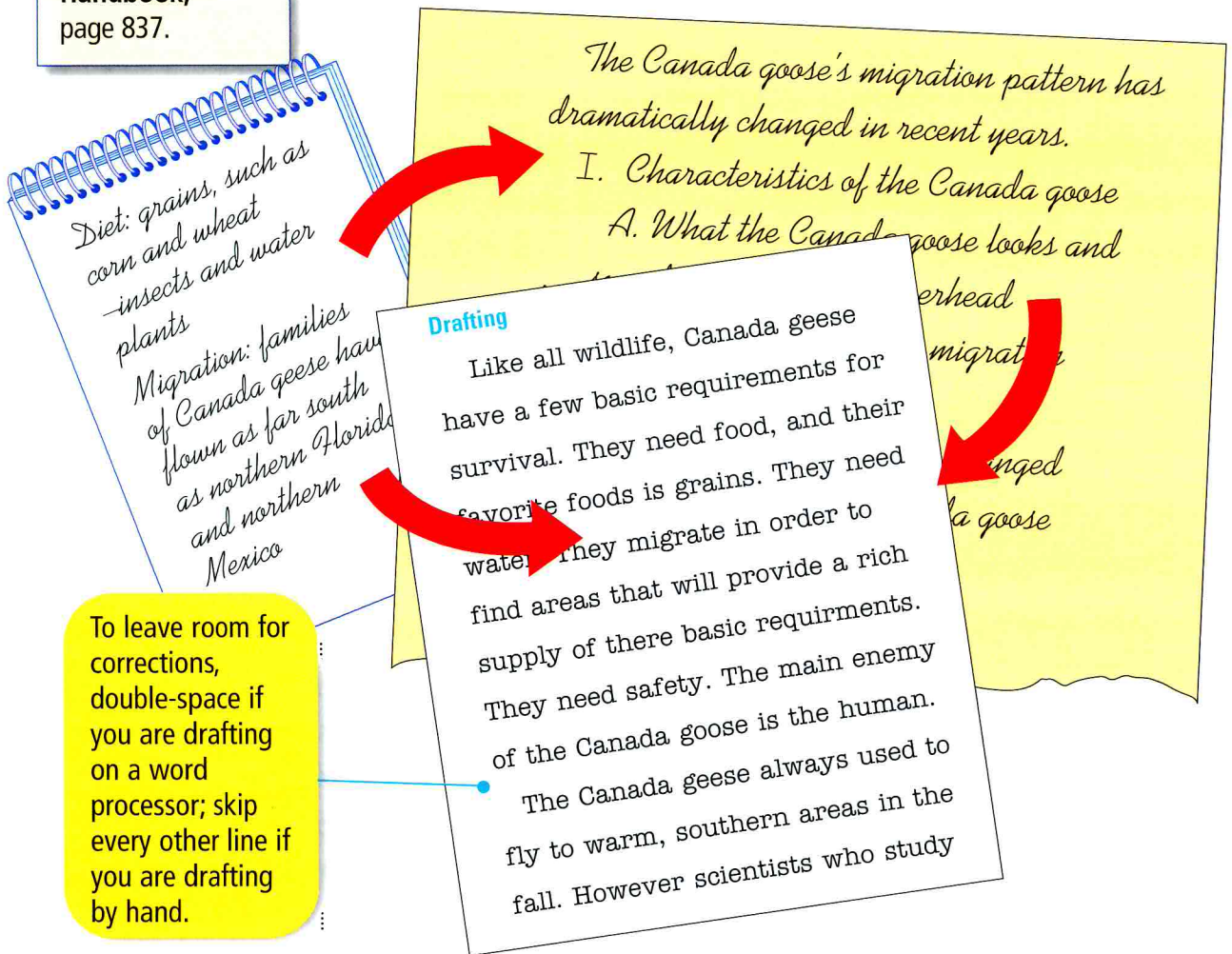
Drafting Tip

For more about drafting the introduction, body, and conclusion, see **Writing and Research Handbook**, page 837.

Put the Plan into Action

After you get your ideas organized, use your notes and outline to draft the three main parts of your report. The **introduction** presents your topic and your thesis statement. It offers a chance to engage your readers and should grab their attention. Consider including a thought-provoking quotation, fact, statement, eyewitness account, or anecdote. The **body** supports your thesis statement with reasons and facts. The **conclusion** may reflect your thesis statement by summarizing the report's main points. It should bring the report to a logical and graceful end. If your paper raises any new issues or questions, try including them in the conclusion.

Follow the process shown below in drafting a report from notes and an outline. You will correct grammar and spelling errors later.



5.9

Writing Activities

Outline and Draft

You have done your research and made your note cards. You are ready to develop a plan of action and then to write the draft of your report. Now is the time to finalize the focus of your report. Be sure your main ideas all relate to your thesis statement. Group the notes you have taken into similar topics and then create an outline from the notes. Use your notes and your outline to draft the three main parts of your report—introduction, body, and conclusion. Do not worry about spelling and grammar; you will correct errors in these later.

PURPOSE To outline and draft a report

AUDIENCE Peer reviewers

LENGTH 2–3 pages

WRITING RUBRICS To plan and begin your draft, you should

- write a clear thesis statement
- use your note cards to create an outline
- use your outline to help you develop your draft

Collaborative Writing

Work in a small group and share your outlines with each other. Check to make sure the main ideas make sense and relate clearly to the thesis, or central idea, of the paper. Use the feedback to revise your outlines before beginning your draft.

GrammarLink

Use an apostrophe to form possessive nouns.

Canada goose's migration

To make the singular noun *goose* possessive, add 's. To make the plural noun *geese* possessive, also add 's: *geese's*. If a plural noun already ends in -s, add just an apostrophe: *birds'*.

Write each possessive phrase below, adding apostrophes where necessary.

1. the childrens playground
2. their parents voices
3. mices eating habits
4. a dogs life cycle
5. several students reports
6. the womens decision
7. my bosss orders
8. the planets orbits
9. universities research grants
10. peoples attitudes

See Lesson 20.7, pages 611–612.



Using Computers

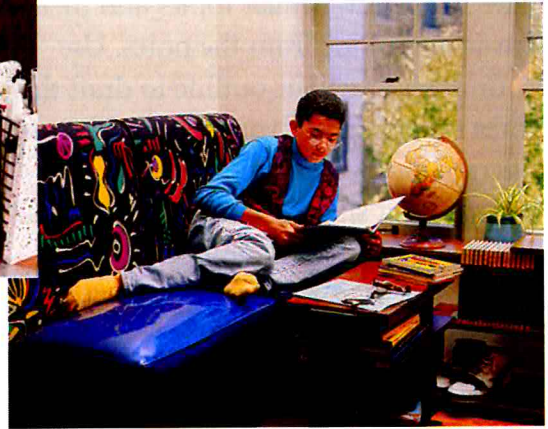
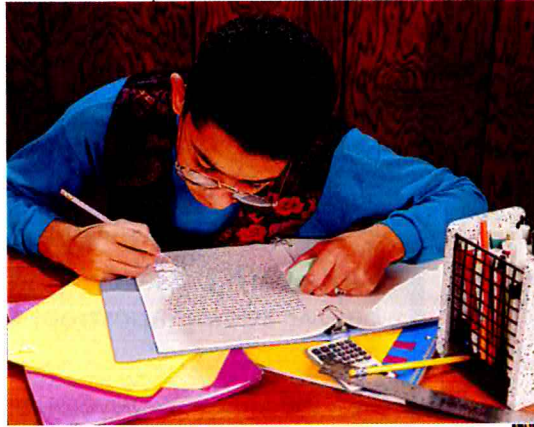
Check to see whether your word processing program has an Outlining feature to help you create an outline. Use it to organize your report.



LESSON
5.10

Reports: Revising, Editing, and Presenting

Revising and editing are crucial steps in presenting your topic clearly and effectively.



Sometimes you become so involved in researching and writing your report that you are too close to evaluate your work objectively. You need to read your report as if you were reading the information for the first time.

Read Between the Lines

After you have finished the first draft of your report, put the draft aside for a while so you can return to it with a fresh eye. Then you can begin revising. Start by reading for sense. Are your main ideas clear? Have you supported your ideas with strong facts, statistics, examples, incidents, and reasons? Have you used transitions to help your readers move from one main idea to the next? Put yourself in your readers' place. If they know little or nothing about the topic, imagine that you don't either. Read carefully. The hints in the following chart may help you.

Revising Checklist

Question

Do the main ideas in the paper support the thesis statement?

Do the main ideas appear in a logical sequence that builds to the conclusion?

Does the conclusion sum up the main ideas and reflect the report's purpose?

Example

Summarize the main idea of each paragraph in the paper's body. Be sure that each main idea supports the thesis statement.

List the main ideas in the order in which they appear. Is there a better order?

Summarize the conclusion and compare it with the thesis statement. The thesis statement should lead logically to the conclusion.

Like all wildlife, Canada geese have a few basic requirements for survival. They need food, ^{an ample supply of} and their favorite foods is grains. They need water. They migrate to find areas that will provide a rich suply of there basic requirments. ^{also protection from their predators} They need safety. The main enemy of the Canada goose is the human. ^{predator}

The Canada geese always used to fly to warm, Southern areas in the fall. However scientists who study these birds have discovered a change.

Moving this sentence connects two important thoughts.

Journal Writing

Review some of your earliest journal writing. How would you revise your writing now? Jot down some notes or revise a passage. Notice the difference a fresh eye can make.

Presenting Tip

For guidelines for preparing your final draft, see **Writing and Research Handbook**, pages 843–846.

Cross the t's and Dot the i's

When you edit your report, you proofread for any errors in the conventions of grammar, spelling, mechanics, and usage. For more information, review pages 78–81. For help with a particular problem, see the **Troubleshooter** Table of Contents on page 309. You may find it easier to proofread for one type of error at a time. Some word processing programs will help you check for spelling errors. Remember, however, to read your draft for missing words and for words that are easily confused, such as *their* and *there*.

Follow your teacher's directions for formatting the final draft or use the guidelines recommended by the Modern Language Association on page 843. If you include a bibliography—a works-cited list—follow the examples on page 228 and in **Writing and Research Handbook**, pages 844–846.

Spelling errors are corrected.

Errors in subject-verb agreement are corrected.

Double-space between lines of text in your report, including the works-cited list.

Like all wildlife, Canada geese have a few basic requirements for survival. They migrate to find areas that will provide a rich supply of ~~there~~^{their} basic requirements. They need an ample supply of food. Their favorite foods ~~is~~^{are} grains. They need water. They also need protection from their predators. The main predator of the Canada goose is the human.

Canada geese always used to fly to warm, ~~S~~^southern areas in the fall. However, ~~s~~^scientists who study these birds have discovered a change. Over the past few years, more and more Canada geese have remained in northern areas during the winter.

Presenting Tip

Study a student model of a research report, including a works-cited list, in **Writing and Research Handbook**, pages 847–848.

**Migration
Habits of
Canada Geese**
Roberto Estevado
February 28, 20–

5.10 Writing Activities

Revise, Edit, and Share Your Report

Now revise and edit your report, making sure that it says what you want it to say. Does it support your thesis statement? Will it interest your readers?

PURPOSE To finish and share a research report

AUDIENCE Classmates, teacher, family

LENGTH 2–3 pages

WRITING RUBRICS To refine and present your report, you should

- revise your report to make it clear, organized, and interesting
- proofread to correct errors in grammar, usage, spelling, and mechanics
- prepare a list of works cited, including the sources of illustrations and other graphics, using the guidelines in **Writing and Research Handbook**, pages 844–846
- make a neat, legible final copy

Listening and Speaking

COOPERATIVE LEARNING In a small group, take turns reading your drafts aloud. Are the sentence patterns varied? Do the thoughts flow smoothly and clearly from sentence to sentence? Exchange papers with a partner and write suggestions for varying the sentences to improve fluency. Discuss the suggested changes. Make only the changes that you agree with. Exchange papers again and edit for errors in conventions of grammar, usage, spelling, and mechanics.

Viewing and Representing

CREATING COVER ART Find or create a picture or drawing that would prepare a reader for your report. Reproduce or draw the image to use on the cover of your report.

GrammarLink

Use a comma after introductory words or phrases.

However, scientists who study these birds discovered a change.

Like all wildlife, Canada geese have a few basic requirements. . . .

Write each sentence, adding commas where necessary.

1. Indeed a family that adopts a dog takes on new responsibilities.
2. Unlike wild dogs domestic dogs depend on people to provide food and shelter.
3. Because of their long relationship with humans domestic dogs require human contact to thrive.
4. Originally bred to work most domestic dogs today are nonworking dogs and thus need regular exercise.
5. In return for all this care domestic dogs give their owners companionship and fun.

See Lesson 20.2, pages 601–602.



LESSON
5.11

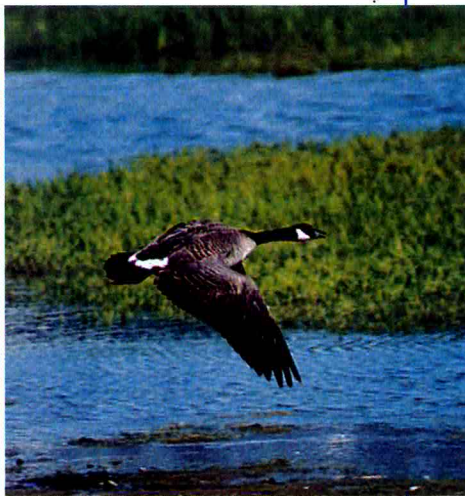
WRITING ABOUT LITERATURE

Comparing Two Poems

Expository Writing

Expository writing can be used to describe a piece of literature, answer an essay question about it, or compare and contrast two selections.

These two poems describe one part of fall—migration. As you read the poems, jot down some of your reactions.



Literature Model

Fall

The geese flying south
In a row long and V-shaped
Pulling in winter.

Sally Andresen

Something Told the Wild Geese

Something told the wild geese
It was time to go.
Though the fields lay golden
Something whispered,—“Snow.”
Leaves were green and stirring,
Berries luster-glossed,
But beneath warm feathers
Something cautioned,—“Frost.”
All the sagging orchards
Steamed with amber spice,
But each wild breast stiffened
At remembered ice.
Something told the wild geese
It was time to fly,—
Summer sun was on their wings,
Winter in their cry.

Rachel Field

Write a Personal Reaction

Reading a poem is like listening to a song. It may create a picture in your mind, stir up feelings, or bring back a memory. Think about the pictures that come to your mind as you read the two poems on the previous page. Then jot down your responses to the following questions.

Questions About the Poems

1. In which poem do you see the geese from a distance? In which close up? Compare and contrast these views.
2. What sensory details does each poet use to describe the change of seasons from fall to winter?
3. How would you summarize the poems?
4. How would you compare their forms?

One student's answer to the second question appears below.

In "Fall" I look at a V of geese straining in the sky. They seem to be pulling in winter. In "Something Told the Wild Geese" I see the geese with summer sun on their wings. Below them I notice golden fields, shiny, sparkling berries, and orchards full of ripened fruit.

Journal Writing

Find two poems about the same topic. In your journal, note any details that interest you. Which poem do you like better? Why? Write your impressions.

Grammar Tip

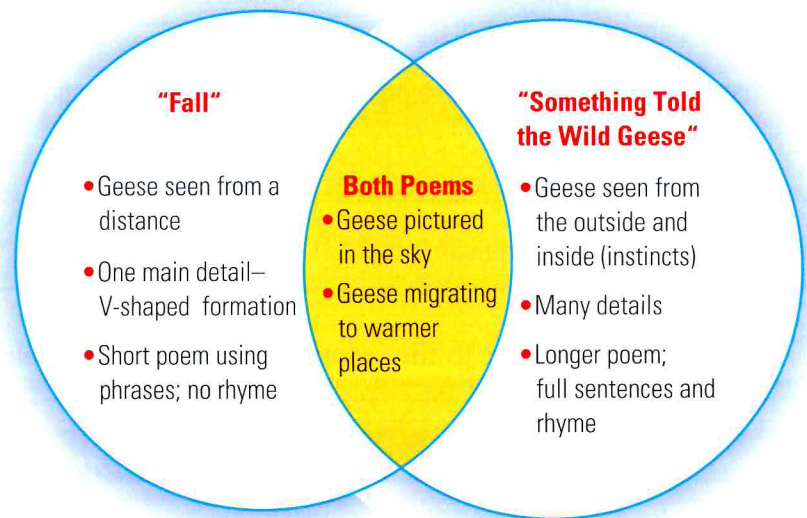
When editing your comparison-contrast essay, be sure you have used comparative and superlative adjectives correctly. For more information see Lesson 12.3, pages 461–462.

Drafting Tip

For more information about compare and contrast writing, review Lesson 5.3, pages 210–213.

Compare and Contrast

To compare or contrast two poems in an essay, you might like to begin with a Venn diagram such as the one below. Decide how to arrange your essay. You can write about the features of one poem and then write about the same kind of features in another. Or you can compare and contrast the poems one feature at a time.

**Student Model**

The introduction identifies the two poems and states the thesis.

What method of organization did this student use to compare and contrast the two poems?

Fall" and "Something Told the Wild Geese" are two very different poems about geese. "Something Told the Wild Geese" is a sixteen-line poem that rhymes. Using descriptive words, the poet paints pictures of geese, fields, and orchards. "Fall," however, is a haiku, which does not rhyme. This poem shows geese flying, pulling in a different season. Reading the two poems is like looking at two different snapshots of geese.

John Moore, Wilmette Junior High School,
Wilmette, Illinois

5.11 Writing Activities

Writing About Similarities and Differences

Create a Venn diagram to compare and contrast the following poem with another poem about the sun. Then write an essay telling how the two poems are alike and different.

Sunset

The sun spun like
a tossed coin.
It whirled on the azure sky,
it clattered into the horizon,
it clicked in the slot,
and neon-lights popped
and blinked “Time expired,”
as on a parking meter.

Oswald Mbuyiseni Mtshali

PURPOSE Compare two poems

AUDIENCE Yourself

LENGTH 3–4 paragraphs

WRITING RUBRICS To write an effective compare-and-contrast essay, you should

- use a Venn diagram to organize your ideas
- choose a way to arrange your essay—selection-by-selection or feature-by-feature
- include similarities and differences

Listening and Speaking

READING POETRY In a small group, take turns reading the poems you found about the sun. Rehearse your presentation so that the rate, volume, pitch, tone, and

GrammarLink

Use participial phrases to modify nouns or pronouns.

In “Fall” I look at a V of geese straining in the sky.

Use each participial phrase below as an adjective in a sentence.

1. compared to our old house
2. staring at the ground
3. recommended by my brother
4. hidden in the grass

See Lesson 15.1, pages 527–528.

diction you use in your reading will help listeners understand the poem. After each person reads his or her poem, the group should read or listen to that person’s compare-and-contrast essay. Group members should discuss their interpretations and opinions of the poems and essays.

Cross-Curricular Activity

ART Find copies of two paintings of dogs, horses, or other animals. In one or two paragraphs, compare and contrast the two paintings. Do the artists share the same view of the animal? Do the settings help suggest the artists’ views? Are the moods alike or different?

UNIT 5

Writing Process in Action

Expository Writing

Expository Writing

In preceding lessons, you've learned about writing essays and about using details to support various purposes, such as writing reports or answering test questions. You've also had the chance to write about a topic of interest to you. In this lesson, you're invited to apply what you know to research and write information for a guidebook for travelers in your state.

Assignment

Context	You have been asked to write about how a certain statue, memorial, or commemorative building came to be built in your neighborhood, city, or state. Your writing will be published in a guidebook for travelers.
Purpose	To inform travelers about the development and construction of a landmark
Audience	Visitors to your neighborhood, city, or state
Length	1 page

Planning to Write

The following pages can help you plan and write your essay. Read the pages. Refer to them as you need to, but don't be tied down by them. You're in charge of your own writing process. Give yourself a time frame for completing this assignment. That way, you will be able to allow the right amount of time for each step in the writing process. Keep in mind the controlling idea: to write information for a guidebook for travelers.

LOG ON  **Writing**
Online

For prewriting, drafting, revising, editing and publishing tools, go to glencoe.com and enter QuickPass code WC87703p1.

Writing Process in Action

Prewriting

You might begin prewriting by listing your own first impressions of landmarks in your neighborhood, city, or state or by thinking about where you'd take friends or relatives from out of town. What places and details would most fascinate them?

Use the options at the right to help you. If you need more facts, do research at a library, historical society, or travel agency.

Option A

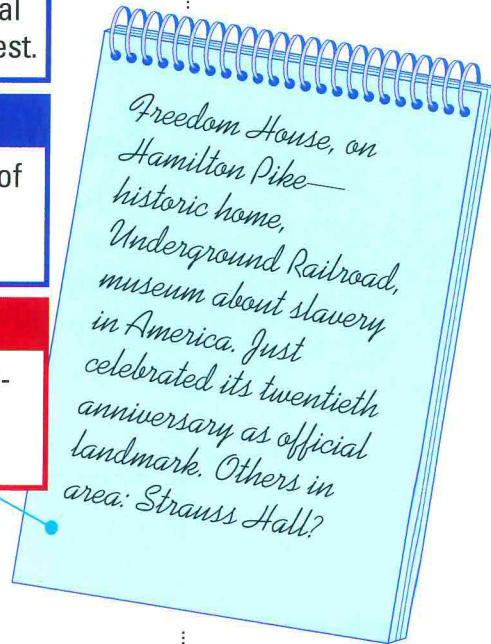
Make a cluster diagram of local places of interest.

Option B

List five or six of your favorite places.

Option C

Do some small-group brainstorming.



Drafting

Once you've gathered all your facts, begin drafting. First, decide which facts would be the most interesting and useful to your audience. Next, decide how to organize your writing. In the passage below, notice how the author organizes his writing around the steps for choosing a design for the Vietnam War Memorial in Washington, D.C.

Literature Model

A total of 2,573 individuals and teams registered for the competition. They were sent photographs of the memorial site, maps of the area around the site and of the entire Mall, and other technical design information. The competitors had three months to prepare their designs, which had to be received by March 31, 1981.

Of the 2,573 registrants, 1,421 submitted designs, a record number for such a design competition. When the designs were spread out for jury selection, they filled a large airplane hangar.

Brent Ashabranner, *Always to Remember*

Drafting Tip

For more information about handling the details in an essay, see Lesson 5.2, pages 206–209.

Writing Process in Action

The purpose of the drafting stage is to get your thoughts and ideas on paper. If your writing contains many statistics, wait to check your facts later as part of the revising process. Do not worry about spelling, grammar, or punctuation at this point—just let the words flow. You will correct your errors in the revising and editing stages.

Revising

To begin revising, read over your draft to make sure that what you've written fits your purpose and audience. Then have a **writing conference**. Read your draft to a partner or small group. Use your audience's reactions to help you evaluate your work.

Question A

Will my introduction command attention?

Question B

Are details clear and accurate?

Question C

Does my conclusion reflect the main idea?

You can explore our history at Freedom House is half a mile west of town on Hamilton Pike. It once was the home of Jeremiah and Abigail Hamilton, the young couple who moved here from Boston 1843 in 1842. As tensions over slavery grew, the Hamiltons stood with the abolitionists. They learned about people who opened their homes to escaping slaves as part of the Underground Railroad.

Editing/Proofreading

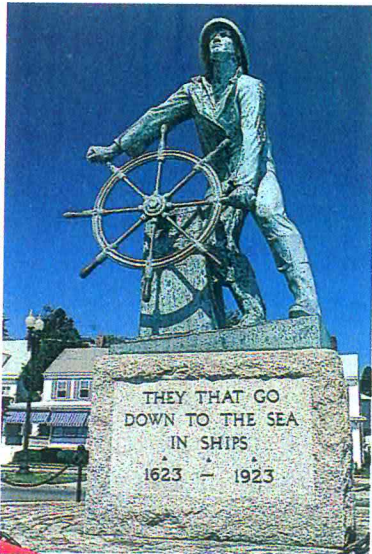
At this point you've put a lot of time and effort into the assignment. Don't let a few editing mistakes spoil the effect of an otherwise good piece of writing. When you **proofread** your revised draft, ask yourself questions like those listed on the right. If any part of the draft doesn't sound quite right, you may want to get additional advice from a teacher or friend.

Publishing/Presenting

Before you present your finished work, con-

Editing/Proofreading Checklist

1. Do all my subjects and verbs agree?
2. Do all my pronouns have clear antecedents?
3. Have I used commas correctly?
4. Have I used apostrophes correctly in possessive nouns?
5. Have I spelled every word correctly?



sider having someone at your chamber of commerce or local historical society read your report. That person might be able to give you some little-known details that you could add to the paper. Also, you might consider attaching copies of authentic photographs such as of people who inspired the memorial, a building being renovated, or a statue being installed.

Proofreading Tip

For proofreading symbols, see pages 79 and 863.

Journal Writing: Write to Learn

Reflect on your writing process experience. Answer these questions in your journal: What do you like best about your expository writing? What was the hardest part of writing it? What did you learn in your writing conference? What new things have you learned as a writer?

Literature Model



FROM

Always to Remember

by Brent Ashabranner

In 1980 Vietnam War veteran Jan Scruggs and lawyers Roberet Doubeck and John Wheeler persuaded Congress to approve the building of a Vietnam War memorial in Washington, D.C. They hoped that the memorial would help to heal the bitter feelings that still existed because of this country's involvement in that war, even though it had ended in 1973. Brent Ashabranner tells the story of the national competition to design the war memorial. As you read his essay, notice what he does to capture and hold your attention. Then try the activities in Linking Writing and Literature on page 258.

The memorial had been authorized by Congress “in honor and recognition of the men and women of the Armed Forces of the United States who served in the

Vietnam War.” The law, however, said not a word about what the memorial should be or what it should look like. That was left up to the Vietnam Veterans Memorial Fund, but the law did state that the memorial design and plans would

Literature Model



A section of the Vietnam Veterans Memorial

have to be approved by the Secretary of the Interior, the Commission of Fine Arts, and the National Capital Planning Commission.

What would the memorial be? What should it look like? Who would design it? Scruggs, Doubek, and Wheeler didn't know, but they were determined that the memorial should help bring closer

together a nation still bitterly divided by the Vietnam War. It couldn't be something like the Marine Corps Memorial showing American troops planting a flag on enemy soil at Iwo Jima. It couldn't be a giant dove with an olive branch of peace in its beak. It had to soothe passions, not stir them up. But there was one thing Jan Scruggs insisted on: the memorial,

Literature Model

whatever it turned out to be, would have to show the name of every man and woman killed or missing in the war.

But there was one thing Jan Scruggs insisted on: the memorial, whatever it turned out to be, would have to show the name of every man and woman killed or missing in the war.

The answer, they decided, was to hold a national design competition open to all Americans. The winning design would receive a prize of \$20,000, but the real prize would be the winner's knowledge that the memorial would become a part of American history on the Mall in Washington, D.C. Although fund raising was only well started at this point, the choosing of a memorial design could not be delayed if the memorial was to be built by Veteran's Day, 1982. H. Ross Perot contributed the \$160,000 necessary to hold the competition, and a panel of distinguished architects, landscape architects, sculptors, and design specialists was chosen to decide the winner.

Announcement of the competition in October, 1980, brought an astonishing response. The Vietnam Veterans Memorial Fund received over five thousand inquiries. They came from every state in the nation and from every field of design; as expected, architects and sculptors were particularly interested. Everyone who inquired received a booklet explaining the criteria.¹ Among the most important: the memorial could not make a political statement about the war; it must contain the names of all persons killed or missing in action in the war; it must be in harmony with its location on the Mall.

A total of 2,573 individuals and teams registered for the competition. They were sent photographs of the memorial site, maps of the area around the site and of the entire Mall, and other technical design information. The competitors had three months to prepare their designs, which had to be received by March 31, 1981.

¹ **criteria** (krī tēr' ē ə) standards, rules, or tests by which something is judged

Literature Model

Of the 2,573 registrants, 1,421 submitted designs, a record number for such a design competition.

When the designs were spread out for jury selection, they filled a large airplane hangar.² The jury's task was to select the design which, in their judgment, was the best in meeting these criteria:

- a design that honored the memory of those Americans who served and died in the Vietnam War.
- a design of high artistic merit.
- a design which would be harmonious with its site, including visual harmony with the Lincoln Memorial and the Washington Monument.

All who come here can find it a place of healing. This will be a quiet memorial . . .

- a design that could take its place in the “historic continuity” of America’s national art.
- a design that would be buildable, durable, and not too hard to maintain.

The designs were displayed without any indication of the designer’s

name so that they could be judged anonymously, on their design merits alone. The jury spent one week reviewing all the designs in the airplane hangar. On May 1 it made its report to the Vietnam Veterans Memorial Fund; the experts declared Entry Number 1,026 the winner. The report called it “the finest and most appropriate” of all submitted and said it was “superbly harmonious” with the site on the Mall. Remarking upon the “simple and forthright” materials needed to build the winning entry, the report concludes:

This memorial, with its wall of names, becomes a place of quiet reflection, and a tribute to those who served their nation in difficult times.

All who come here can find it a place of healing. This will be a quiet memorial, one that achieves an excellent relationship with both the Lincoln Memorial or Washington Monument, and relates the visitor to them. It is uniquely horizontal, entering the earth rather than piercing the sky.

This is very much a memorial of our own times, one that could not

2 **hangar** (hang' ə r) a building or shed to store airplanes in

Literature Model

have been achieved in another time and place. The designer has created an eloquent³ place where the simple meeting of earth, sky and remembered names contain messages for all who will know this place.

The eight jurors signed their names to the report, a unanimous decision.

How could this be? How could an undergraduate student win one of the most important design competitions ever held?

When the name of the winner was revealed, the art and architecture worlds were stunned. It was not the name of a nationally famous architect or sculptor, as most people had been sure it would be. The creator of Entry Number 1,026 was a twenty-one-year-old student at Yale University. Her name—unknown as yet in any field of art or architecture—was Maya Ying Lin.

How could this be? How could an undergraduate student win one of the most important design competitions ever held? How could she beat out some of the top names in

American art and architecture? Who was Maya Ying Lin?

The answer to that question provided some of the other answers, at least in part. Maya Lin, reporters soon discovered, was a Chinese-American girl who had been born and raised in the small midwestern city of Athens, Ohio. Her father, Henry Huan Lin, was a ceramicist⁴ of considerable reputation and dean of fine arts at Ohio University in Athens. Her mother, Julia C. Lin, was a poet and professor of Oriental and English literature. Maya Lin's parents were born to culturally prominent families in China. When the Communists came to power in China in the 1940s, Henry and Julia Lin left the country and in time made their way to the United States.

Maya Lin grew up in an environment of art and literature. She was interested in sculpture and made both small and large sculptural figures, one cast in bronze. She learned silversmithing and made jewelry. She was surrounded by books and read a great deal, especially fantasies such as *The Hobbit* and *Lord of the Rings*.

3 eloquent (el' ə kwənt) having a strong effect on people's ideas and feelings

4 ceramicist (sə ram' ə sist) an expert in making pottery

Literature Model



The Vietnam Veterans Memorial in Constitution Gardens, Washington, D.C.

But she also found time to work at McDonald's. "It was about the only way to make money in the summer," she said.

A coaledictorian⁵ at high school graduation, Maya Lin went to Yale

5 coaledictorian (kō' val ə dik tōr' ē ən) one who shares the position of the highest-ranking student in a class, who delivers the farewell address at graduation

without a clear notion of what she wanted to study and eventually decided to major in Yale's undergraduate program in architecture. During her junior year she studied in Europe and found herself increasingly interested in cemetery architecture. "In Europe there's very little space, so graveyards are used as parks," she said. "Cemeteries are cities of the dead in European countries, but they are also living gardens."

Literature Model

In France, Maya Lin was deeply moved by the war memorial to those who died in the Somme offensive in 1916 during World War I. The great arch by architect Sir Edwin Lutyens is considered one of the world's most outstanding war memorials.

Back at Yale for her senior year, Maya Lin enrolled in Professor Andrus Burr's course in funerary (burial) architecture. The Vietnam Veterans Memorial competition had recently been announced, and although the memorial would be a cenotaph—a monument in honor of persons buried someplace else—Professor Burr thought that having his students prepare a design of the memorial would be a worthwhile course assignment.

Surely, no classroom exercise ever had such spectacular results.



After receiving the assignment, Maya Lin and two of her classmates decided to make the day's journey from New Haven, Connecticut, to Washington to look at the site where the memorial would be built. On the day of their visit, Maya Lin remembers, Constitution Gardens was awash with a late November sun; the park was full of light, alive with joggers and people walking beside the lake.

It just popped into my head. . . . It was a beautiful park. I didn't want to destroy a living park.

"It was while I was at the site that I designed it," Maya Lin said later in an interview about the memorial with *Washington Post* writer Phil McCombs. "I just sort of visualized it. It just popped into my head. Some people were playing Frisbee. It was a beautiful park. I didn't want to destroy a living park. You use the landscape. You don't fight with it. You absorb the landscape . . . When I looked at the site I just knew I wanted something horizontal that took you in, that made you feel safe within the park, yet at the same time reminding

Literature Model

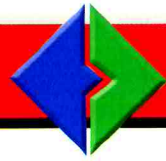
you of the dead. So I just imagined opening up the earth. . . .”

When Maya Lin returned to Yale, she made a clay model of the vision that had come to her in Constitution Gardens. She showed it to Professor Burr; he liked her conception and encouraged her to enter the memorial competition. She put her design on paper, a task that took six weeks, and

mailed it to Washington barely in time to meet the March 31 deadline.

A month and a day later, Maya Lin was attending class. Her roommate slipped into the classroom and handed her a note. Washington was calling and would call back in fifteen minutes. Maya Lin hurried to her room. The call came. She had won the memorial competition.

Literature Model



Linking Writing and Literature

Learning to Learn

Look back to page 253 to review the criteria, or requirements, for the Vietnam Veterans Memorial. What criteria do *you* think are important for a memorial to people who lost their lives in war or in some other tragedy? Make some notes about criteria that you would include.

Talk About Reading

Talk with a group of classmates about the excerpt from *Always to Remember*. Select one classmate to lead the group discussion and another to take notes. Use the following questions to direct your group's discussion.

- 1. Connect to Your Life** The author notes that Scruggs, Doubeck, and Wheeler hoped the Vietnam Veterans Memorial "would help to heal the bitter feelings that still existed because of this country's involvement in that war." What role do you think memorials, such as the Holocaust Memorial in Washington, D.C., play in people's lives?
- 2. Critical Thinking: Analyze** How does Ashabranner organize the facts and details in his essay? Why is this type of organization effective?
- 3. 6+1 Trait®: Conventions** On page 253, what punctuation does the author use to introduce the bulleted criteria for the memorial? What should you do as a reader when you encounter this punctuation?
- 4. Connect to Your Writing** What draws you into Ashabranner's essay and makes you want to continue reading?

Write About Reading

Reflective Essay Write an essay about memorials titled "Why It's Important to Remember." Think about your group discussion of Ashabranner's essay. Remember that this topic has no right or wrong answers. Your essay should be your personal reflections about the purpose and importance of memorials.

Focus on Conventions Pay special attention to the conventions of writing. Use correct grammar, usage, and mechanics such as spelling and punctuation.

For more information on conventions and the 6+1 Trait® model, see **Writing and Research Handbook**, pages 838–840.

6+1 Trait® is a registered trademark of Northwest Regional Educational Laboratory, which does not endorse this product.

UNIT 5 Review

Reflecting on the Unit: Summarize What You Learned

Focus on the following questions to summarize what you have learned in this unit.

- 1 What are the parts of an essay?
- 2 Name four types of expository writing.
- 3 How can you get your message across clearly?
- 4 How should you answer an essay question?
- 5 What are the stages in writing a report?
- 6 What is one way to respond to poetry?



Adding to Your Portfolio

CHOOSE A SELECTION FOR YOUR

PORTFOLIO Look over the expository writing you did for this unit. Choose a piece of writing for your portfolio. The writing you choose should show one or more of the following:

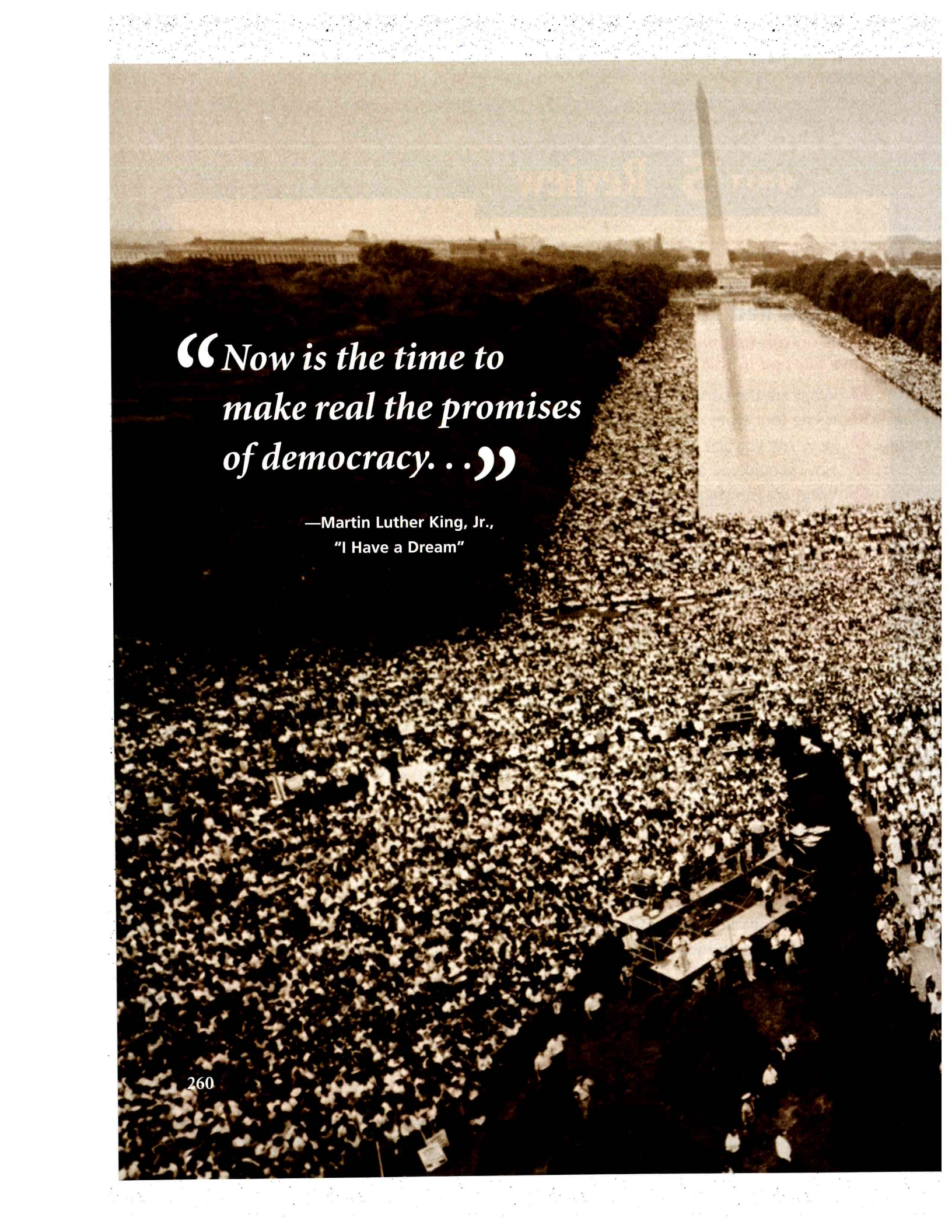
- an introduction, body, and conclusion
- facts, statistics, examples, or reasons
- a strong organization and smooth transitions

REFLECT ON YOUR CHOICE Attach a note to the piece you chose, explaining briefly why you chose it and what you learned from writing it.

SET GOALS How can you improve your writing? What skill will you focus on the next time you write?

Writing Across the Curriculum

MAKE A MUSIC CONNECTION Choose two songs or other compositions by musicians with whom you are familiar. Write a one-page essay to compare and contrast the two compositions. Include information about the lyrics, rhythm, and melody, as well as your personal response to the two pieces. To review ways to organize information in comparison-contrast essays, see Lesson 5.3, pages 210–213, and Lesson 5.11, pages 242–245.

An aerial, sepia-toned photograph of the Lincoln Memorial March on Washington. The Washington Monument stands tall in the background, reflected in the water of the Reflecting Pool. A massive crowd of people fills the foreground and middle ground, extending from the bottom of the frame towards the monument. The perspective is from an elevated position, looking down on the gathering.

*“Now is the time to
make real the promises
of democracy. . .”*

—Martin Luther King, Jr.,
“I Have a Dream”