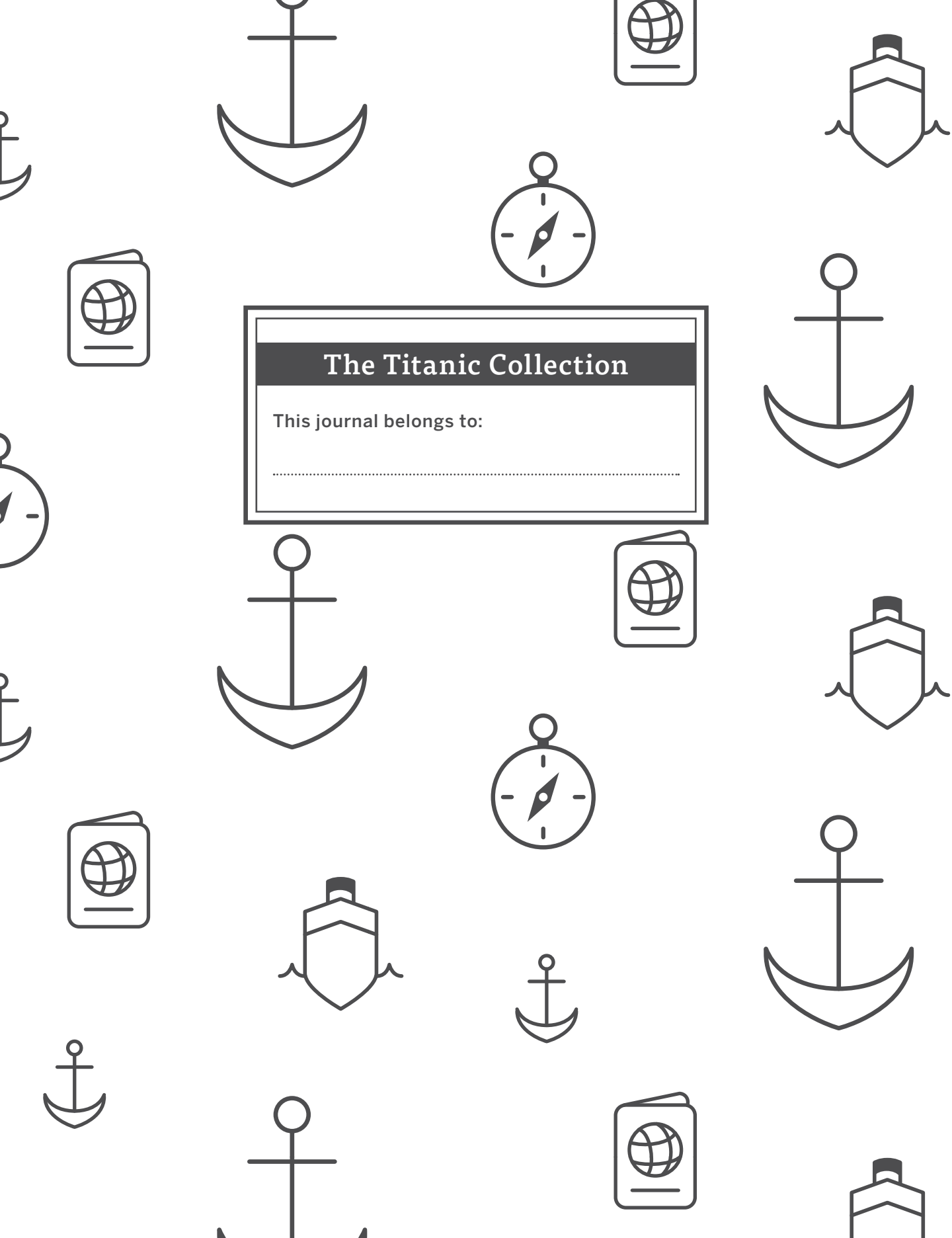




The Titanic Collection

This journal belongs to:

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02 LSCOW 2020

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Sub-Unit 1 • pages 8–15



Sub-Unit 2 • pages 16–41



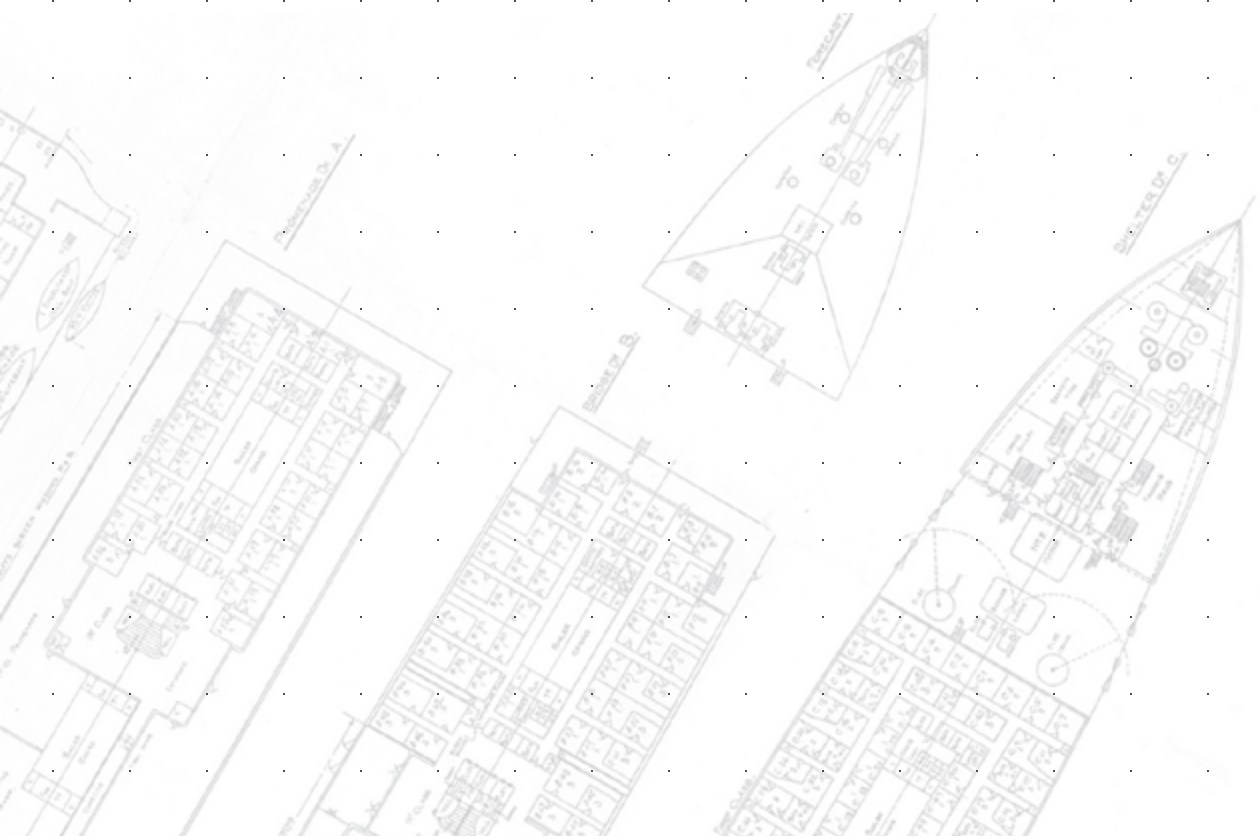
Sub-Unit 3 • pages 42–57



Sub-Unit 4 • pages 58–67



Sub-Unit 5 • pages 68–87





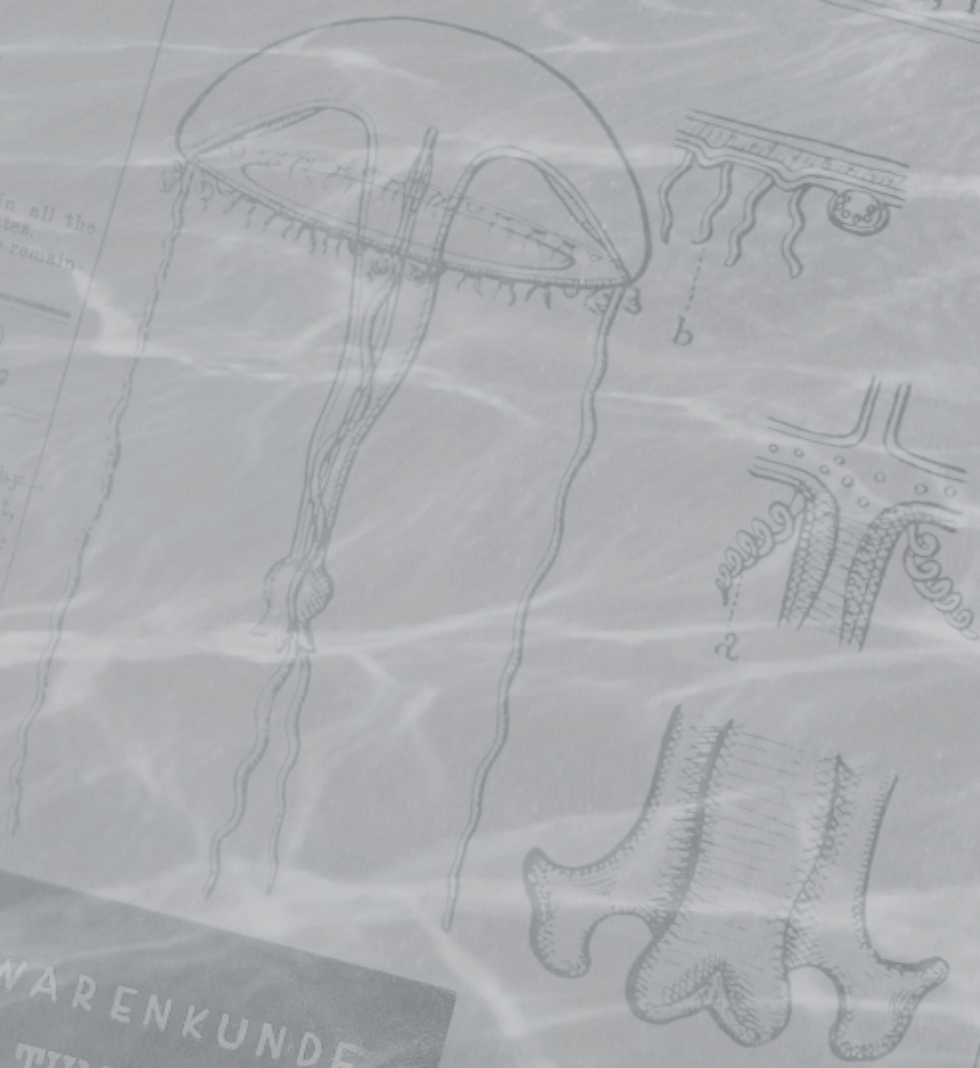
Scientific American,
CIRCULATION 16,000.
128 Fulton street, N. Y., (Sun Building),
PUBLISHED WEEKLY
MUNN & COMPANY.

JOURNAL OF SCIENTIFIC, MECHANICAL
NEW-YORK, AUGUST 28, 1852.

ROAD NEWS.

on the Track.
Our persons were killed by
day and Thursday night.
Albany and Buffalo. One
between Syracuse and
walking on the track, and
approaching him, step
another. The express
that track, and owing
freight train, he did
ative struck him in
why will pedestri-

ND RAUHWARENKUNDE
ALEXANDER TUMA



these strips, I, so connected, forms one mag-
net in the cylinder; the outside extremities
being the negative and positive poles. This
is a very simple way of making these mag-
nets, and of connecting them on a revolving
cylinder; we believe they are the most sim-
ple ever constructed.

The object of this magnetic cylinder is the
removal of the black oxide of iron from the
yellow dust of California and Australia, which
is so difficult of separation from feather gold.
The magnets attract and lift up the oxide of
iron from the trough, D, as the cylinder re-
volves, but not the gold, which main-
tains position on the bottom; G, in which the unseparated
gold is placed; it is

New
At the last meet-
ing of the Nat-
ural Society for
account of a visit
made by the
members of the soc-
iety to the neigh-
borhood of
the neighborhood of
reported some anal-
yses, he said, was of great p-
tained so much as 90
percent of sodium (common salt).
trace of magnesia, which
suggested in rock salt. Al-
though the pure salt had been discov-
ered, it was impossible to say to what ex-
tent the salt extended. The discov-
ery of a large deposit he regarded as of
great importance to the
American and English
It will be remem-

McLean

AND OTHER IMPROVEMENTS.

(NUMBER 50.)

ceive the water and matter that flows over, and which passes out at the orifice on the other side of the machine. This machine can be used for the dry separation of the black sands, and it is adapted for a washer and separator also. The water is admitted on the top of the hopper, C, carrying down the top particles, the revolving magnets agitate the water, and the matters therein, the silicious lighter matters flow over the back opening into the water, while the ferruginous matters are taken up on the magnets as has been described. For crushed quartz rock, this is a good separator and washer, and it therefore answers a double purpose, for it can be used both as a separator and washer, and a magnetic separator also. The gold is removed at the bearings by screw-bolts, it can be clamped off the frame of the trough by the bolts. The machine is neat, compact, and excellent features, and preparation may be obtained by letter, on Mr. Gardiner at No. 69 Gold

ali Mine in Ireland. The Chemico-Agricultural Society, Dr. Hodges gave an address, which, with some of the Marquis of Downshire in Carrickfergus, and also one sample of the salt. The salt, one per cent. of chloride of sodium, and did not afford a ready the shaft had more than 64 feet of water. It was yet extent the bed of of this valuable much interest



Sub-Unit 1 Information Literacy

aretaker for
questions.

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ssues.



Recent Photos



8-5713 AIRPLANE
RADIATION EXPERIMENT
EQUIPMENT MOUNTED...
8-5713 AIRPLANE RADIATION
EXPERIMENT EQUIPMENT
MOUNTED ON WINGS - COCKPIT COMPONENTS
NASA Identifier: C-1967-1574
Courtesy Photo | NASA | 08.27.2009



TITAN III CENTAUR -
ORIGINAL NEGATIVE IS
FROM NASA...
TITAN III CENTAUR - ORIGINAL
NEGATIVE IS FROM NASA
HEADQUARTERS NASA Identifier: C-1972-485
Courtesy Photo | NASA | 08.27.2009

Write down the website your teacher projects here:

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List three things you learned from this website:

1.

2.

3.

Explain the author's point of view. What evidence do you find convincing? What evidence do you find questionable? Explain why.

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Use this page to take notes on the website your teacher provides.

1. What do you think each domain extension is short for? Write your answers next to each domain listed below.

.gov

.edu

.org

.com

.net

2. Is one type of domain extension more reliable than another? Use evidence from the website to explain your response.

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1. Select a brief direct quote from the sentence in the article and rewrite it using the frame technique.

2. Determine if your and your partner's quotes are correctly framed, and explain your thinking. Be sure to explain why or why not.

Paraphrase the original text by restating what the writer is saying.

Original	Paraphrase
From “The Sweet Lure of Chocolate” by Jim Spadaccini While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.	
From “The Iceberg Was Only Part of It,” <i>The New York Times</i>, by William J. Broad On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.	







Sub-Unit 2

Scavenger Hunt and Internet Research

Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 3, “A Letter from Mary Lines (1912)” (Student Edition, page 557)

1. What things do Mary and her family attempt to bring on the lifeboat?

2. List three similes that Mary uses to describe the ocean and the iceberg.

3. Was the experience of getting into a lifeboat orderly or chaotic? Were passengers kept informed about what was happening to the ship? Explain your answer.

Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 5, Excerpt: “Testimony of Olaus Abelseth” from United States Senate Inquiry (Student Edition, page 560)

1. What words did Mr. Abelseth use to describe the noises he heard as the *Titanic* sank?
Where was Mr. Abelseth when he heard these noises, and what did he see?

2. What was Mr. Abelseth’s response when a call went out for sailors to step up and help after the ship hit the iceberg? Why did he react this way?

3. After reading Mr. Abelseth’s testimony, do you think steerage passengers were locked below deck after the *Titanic* hit the iceberg? Explain your answer using evidence from the testimony.

Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 7, Excerpt: Chapter 7—“There Is Your Beautiful Nightdress Gone” from *A Night to Remember* (Student Edition, page 567)

1. List four changes in ocean travel that occurred as a result of the *Titanic* disaster.

2. How were third-class (or steerage) passengers treated on the *Titanic*?

3. Do you think the inquiries on the sinking of the *Titanic* held in the United States and England were fair or unfair? Explain your answer.

Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 9, Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic* (Student Edition, page 571)

1. What was the weather like on the night the *Titanic* sank?

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2. How many warnings of icebergs did the *Titanic* operator receive?

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3. How much time elapsed from the first mention of hitting an iceberg to the last transmission?

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Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 17, “Discovery of the *Titanic*” by Lapham’s *Quarterly* editors (Student Edition, page 586)

1. Name two reasons why it was so hard for the *Knorr* to find the wreck of the *Titanic*.

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2. What strategy did Ballard use for finding the sunken ship?

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3. What is expected to happen to the wreck of the *Titanic* in 50 years' time? Why?

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Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 21, Excerpt: “The Iceberg Was Only Part of It” from *The New York Times*
(Student Edition, page 592)

1. Why were there unusually high tides two months before the *Titanic* sank?

2. How does the cold water mirage theory explain why the *Californian* didn't come to the rescue of the *Titanic*'s passengers and crew?

3. How could a cold mirage have played a part in the sinking of the *Titanic*?

4. This is an unusual argument to find in *The New York Times*. Trace the scientist's argument. Pick the evidence that you find most convincing and the evidence that you find most outrageous. Explain why.

Image Scavenger Hunt—Close Reading Questions

Image 2, *Carpathia* Manifest Records (1912) (Student Edition, page 556)

1. Examine the “Calling or Occupation” column. What class do you think most of these passengers were traveling in?

2. Do you think that the government was asking for useful information? If you were the one taking a survey of the survivors of the *Titanic*, what questions would you have asked them and why?

Image Scavenger Hunt—Close Reading Questions

Image 8, Amalgamated Musicians Union Poster (1912) (Student Edition, page 570)

1. What's the most notable decorative element used in framing the photos of the musicians? Why do you think the artist chose this image?

2. The title states that the musicians “died at their posts like men.” Rewrite this part of the title using your own words.

3. Why do you think that the band decided to stay on deck and play music, even as the ship began to sink?

Image Scavenger Hunt—Close Reading Questions

Image 12, Three Menus: First-Class, Second-Class, Third-Class (Steerage), 1912
(Student Edition, page 578)

1. The first-, second-, and third-class menus are not the same. Name three differences and explain why you think these differences existed.

2. There is one striking addition to the third-class menu that none of the other menus have. What is it? Why is it included? Does it seem fair or unfair? Explain your answer.

3. Imagine you've never heard of the *Titanic*. The only artifacts that survived are these menus. What conclusions would you draw from what the passengers were served?

Image Scavenger Hunt—Close Reading Questions

Image 14, Scraping Past the Berg, *Sphere* (April 27, 1912) (Student Edition, page 583)

1. Look closely at the illustrations of the rooms on the *Titanic*. What differences do you see between the first- and third-class dining saloons?

2. The caption beneath the illustration states, “THROUGH THE PORTHOLES WE SAW ICE RUBBING AGAINST THE SHIP’S SIDES.” According to the picture, where would you need to be to have the best view of the iceberg?

Image Scavenger Hunt—Close Reading Questions

Image 18, *The Sinking of the Titanic*, Max Beckmann (1912–1913)

(Student Edition, page 588)

1. What is the main focus of this painting?

2. List five words that describe the scene depicted in the painting.

3. If you were asked to rename the painting, what would you call it?



 Scavenger Hunt and Internet Research

1. Work with a partner to create a list of a few new facts you discovered about the *Titanic* in the last lesson.

2. Since you've started looking through texts and images about the *Titanic*, what is one thing you are curious to learn more about or to understand better?

Image Scavenger Hunts 1 & 2—Close Reading Questions

Image 4, Margaret Brown and Captain Rostron (1913) (Student Edition, page 559)

1. Look closely at Molly Brown's attire. Describe her outfit.

2. Captain Rostron was also awarded a Congressional Medal of Honor by President Taft for his role in rescuing *Titanic* survivors. Do you think he deserved these honors? Why or why not?

Image Scavenger Hunts 1 & 2—Close Reading Questions

Image 6, Molly Brown's Claim for Property Lost Aboard the *Titanic* (1913)

(Student Edition, page 566)

1. Name three things this list tells you about Molly Brown.

2. What class was Molly Brown: first, second, or third?

3. Imagine that you were a third-class passenger. Write a similar list documenting the items that you might have lost. How are the two lists different?

Image Scavenger Hunts 1 & 2—Close Reading Questions

Image 10, *Titanic Deck* (circa 1912) (Student Edition, page 573)

1. How would you describe the atmosphere on the open-air deck?

2. Are the people on the deck first-class, second-class, or third-class (steerage) passengers?
Support your response with evidence from the image.

3. Imagine what a cruise might be like today. Describe the differences and similarities.

Image Scavenger Hunts 1 & 2—Close Reading Questions

Image 16, How the “Titanic” Gradually Sank Bow First with Her Lights Blazing to the Last, *Sphere* (April 27, 1912) (Student Edition, page 585)

1. Thinking about what you have learned about the *Titanic* disaster so far, do you think this is an accurate portrayal of events during the sinking? Why or why not?

2. Compare this image with the Max Beckmann painting *The Sinking of the Titanic*. What are the similarities and differences between these two images?

Image Scavenger Hunts 1 & 2—Close Reading Questions

Image 20, Steamship “Titanic” Showing Length as Compared with Highest Buildings (Student Edition, page 591)

1. How do the comparisons in this illustration help you to understand the size of the *Titanic*?

2. Would the chart have the same impact without the illustration? Why or why not?

3. What in this illustration surprises you most? Explain your answer.

Image Scavenger Hunts 1 & 2—Close Reading Questions

Image 22, Cabins on the *Titanic* (1911–1913) (Student Edition, page 596)

1. What luxuries does the first-class room have that the second-class room doesn't have?
What luxuries does the second-class room have that the third-class room lacks?

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2. Imagine you are designing a travel brochure for the *Titanic*. Write a caption for each of the cabins.

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Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 1, Introduction from *Sinking of the “Titanic” Most Appalling Ocean Horror* by Jay Henry Mowbray, Ph.D., LL.D (Student Edition, page 548)

1. How many people could the *Titanic* hold? How many people could the lifeboats hold?

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2. According to the author, why did the *Titanic* lack the appropriate number of lifeboats?

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3. What point is the author trying to make when he describes some of the luxuries on the ship?

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Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 11, Excerpt: Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters* by Logan Marshall, ed. (Student Edition, page 574)

1. What was “the cur in human shape” (2) hoping to achieve by changing clothing as the *Titanic* sank?

2. What selection process did the officers use to determine which men should row the lifeboats? Would you have used the same process? Explain your response.

3. Explain what the author means in the last paragraph when he writes about the two kinds of volunteers.

Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 13, *Untitled Poem by Anonymous* (Student Edition, page 581)

1. Who is the narrator of the poem?

2. Which lines tell of a fight? Who is the fight between?

3. Line 15 reads, “I sat, the stricken city, bruised between grief and shame...” Explain what this means.

Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 15, “MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers.” from *The New York Times* by Unknown (Student Edition, page 584)

1. Where were the children at the time this article was written?

2. What was Mr. Hoffman’s relationship with the children? Did he care about them? How do you know? Use evidence from the text to explain your answer.

3. This article provides limited information. What questions about the orphans does it answer?

Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 19, “Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says” from *Epoch Times* (Student Edition, page 589)

1. What are *Halomonas titanicae*, and how are they affecting the sunken *Titanic*?

2. What problem might *Halomonas titanicae* cause?

3. How might *Halomonas titanicae* be useful in recycling? Explain your answer, including two quotes from the article.

Text Scavenger Hunts 1 & 2—Close Reading Questions

Text 23, Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland (Student Edition, page 598)

1. What prompted Tillett to write this letter?

2. According to Tillett, what decisions led to the *Titanic* disaster?

3. Why is Tillett worried that the life-saving appliances he suggests may not be provided?





Sub-Unit 3

Passport and Collection Research

1. If you were role-playing Mary Lines, what two details from this **primary source** would help you understand her experience on the *Titanic*?

2. If you were role-playing Mary Lines, what two details from this **secondary source** would help you understand her experience on the Titanic?

3. What is one way reading a letter written by Mary Lines helps you to understand her experience?

4. What is one way reading a secondary source of information helps you to understand Mary's experience?



Once your teacher has helped you find your passenger, complete the passenger profile:

Name:

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Country of origin/birthplace:

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City where you boarded, or embarked upon, the *Titanic*:

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Age:

Gender:

Occupation:

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Class of travel:

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Whom you are traveling with:

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One interesting detail about yourself or your journey:

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Refer to your specific assigned menu (either first class, second class, or third class) and select three items for your dinner on April 14, 1912.

In character, write a letter to a friend or family member at home.

Date the letter April 14, 1912. Describe your experiences aboard the *Titanic*.

- What activities are you doing?
- What does your cabin look like?
- What are you eating?
- Whom are you traveling with?
- Where are you going, and whom do you expect to see when you arrive?
- What happens to you once the *Titanic* strikes the iceberg and begins to sink?
- Predict your fate: Tell your friend or family member if you expect to survive the disaster.

Use the information you've noted in your passenger profile to help craft your response.

Your letter should include at least one fact from each of the documents.



Handwriting practice lines consisting of 20 horizontal dotted lines.

Passport and Collection Research—Close Reading Questions

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Passport and Collection Research—Close Reading Questions

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2. What strategy did Ballard use for finding the sunken ship?

3. What is expected to happen to the wreck of the *Titanic* in 50 years’ time? Why?

Passport and Collection Research—Close Reading Questions

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3. How could a cold mirage have played a part in the sinking of the *Titanic*?

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Passport and Collection Research—Close Reading Questions

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Passport and Collection Research—Close Reading Questions

Image 8, Amalgamated Musicians Union Poster (1912) (Student Edition, page 570)

1. What's the most notable decorative element used in framing the photos of the musicians? Why do you think the artist chose this image?

2. The title states that the musicians “died at their posts like men.” Rewrite this part of the title using your own words.

3. Why do you think that the band decided to stay on deck and play music, even as the ship began to sink?

Passport and Collection Research—Close Reading Questions

Image 10, *Titanic* Deck (circa 1912) (Student Edition, page 573)

1. How would you describe the atmosphere on the open-air deck?

2. Are the people on the deck first-class, second-class, or third-class (steerage) passengers?
Support your response with evidence from the image.

3. Imagine what a cruise might be like today. Describe the differences and similarities.

Passport and Collection Research—Close Reading Questions

Image 18, *The Sinking of the Titanic*, Max Beckmann (1912–1913)

(Student Edition, page 588)

1. What is the main focus of this painting?

2. List five words that describe the scene depicted in the painting.

3. If you were asked to rename the painting, what would you call it?



Write down one interesting or surprising fact you learned from the text you reviewed today.

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Sub-Unit 4

Socratic Seminar and Internet Research

Two questions I'd like to ask my classmates during today's Socratic seminar:

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For each question asked during the seminar, write brief notes about the topic as the student speaks. Then, write down thoughts, ideas, and additional questions you have about it.

You can use this page to take notes throughout the seminar.

1. Review the notes you took during the discussion on the previous page. Choose three or four topics you would like to learn more about. List them here.

2. Write one new question that you would like to answer about the topic that you and your partner chose.

Source Credibility Checklist—Source One

Name of website/URL

1. Is the author or company/organization/website clearly identified?	Yes or No	If yes, who is it?
2. Are they a well-known, trustworthy, and respected source?	Yes or No	Why/Why not?
3. Is it a government (.gov), an academic/educational institution (.edu), or a nonprofit website (.org)?	Yes or No	If it is a commercial site (.com), is it a respected and well-known organization?
4. Is the author qualified to write about this subject?	Yes or No	What is the author's or organization's qualification level, education and training, or professional area of expertise?
5. Is the article free of any prejudice or personal points of view?	Yes or No	If there is prejudice or personal points of view, list one example.
6. Is the information current and up-to-date?	Yes or No	What is the publication date, or date that the site was last updated?
7. Does the source rely on fact versus opinion?	Yes or No	If there are opinions, list one example here.
8. Can the information be proven and verified elsewhere?	Yes or No	

Source Credibility Checklist—Source Two

Name of website/URL

1. Is the author or company/organization/website clearly identified?	Yes or No	If yes, who is it?
2. Are they a well-known, trustworthy, and respected source?	Yes or No	Why/Why not?
3. Is it a government (.gov), an academic/educational institution (.edu), or a nonprofit website (.org)?	Yes or No	If it is a commercial site (.com), is it a respected and well-known organization?
4. Is the author qualified to write about this subject?	Yes or No	What is the author's or organization's qualification level, education and training, or professional area of expertise?
5. Is the article free of any prejudice or personal points of view?	Yes or No	If there is prejudice or personal points of view, list one example.
6. Is the information current and up-to-date?	Yes or No	What is the publication date, or date that the site was last updated?
7. Does the source rely on fact versus opinion?	Yes or No	If there are opinions, list one example here.
8. Can the information be proven and verified elsewhere?	Yes or No	

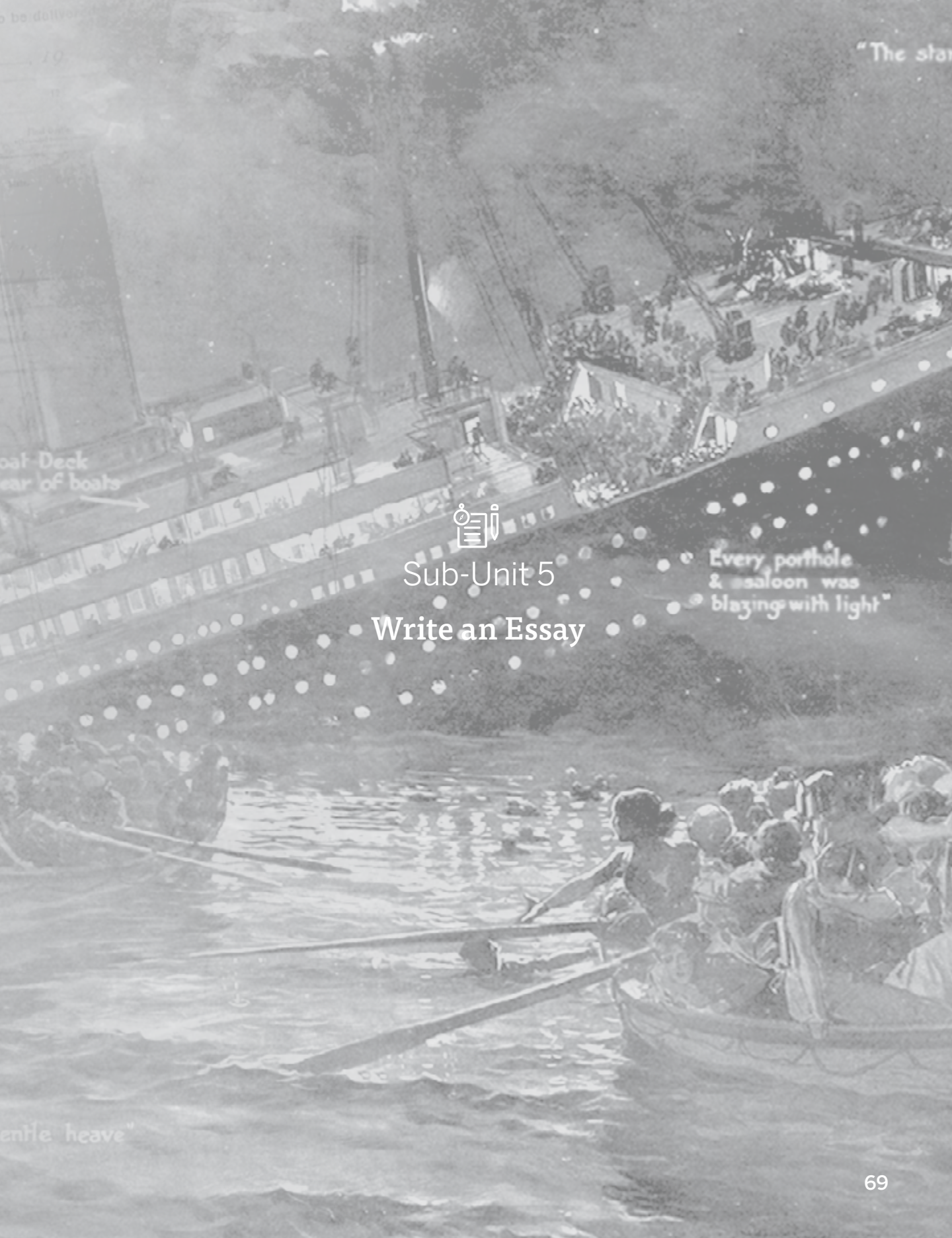
Write the answer to your research question here:

LIST OR MANIFEST OF ALIEN PASSENGERS

regulations of the Secretary of Commerce and Labor of the United States, under Act of Congress approved February 20, 1907.

S. S. *Titanic Carpathia* sailing from

2	3	4	5	6	7	8	9	10	11
NAME IN FULL.	Age.	Sex.	Calling or Occupation.	Able to— Read. Write.	Nationality. (Country of which citizen or subject.)	(Race or People.)	* Last Permanent Residence. Country.	City or Town.	The name and complete address of nearest relative of alien in country whence alien came.
Given Name.	Yrs. Mos.	Married to U.S. citizen							
9									
Abraham	34	M.	House.		England / Hebrew	England	Manchester		Wife, Mrs. Esther Thompson 34 South St., Manchester, England
Mary	26	F.	Landress		England / English	England	Walsham		Parents, Mrs. & Mr. Thompson 6 Waverley Square, Manchester, England
Ellen	24	F.	Housemaid		Finland / Finnish	Finland	Helsingfors		Parents, Carl & Elsie Helsingfors, Finland
Helge	22	F.	Housewife		Finland / Finnish	Finland	Rathabruk		Parents, Carl & Elsie Rathabruk, Finland
Hildur	2	F.							
Jennie	15	F.	(Unemployed)		Sweden / Swedish	Sweden	Kagunda		Father, N. J. Howard 20 St. N. Main St., Kaggunda, Sweden
Oskar	27	M.	Real Estate		Sweden / Swedish	Sweden	Bomnars		Parents, Carl & Sophia Kaggunda, Sweden
Hilda	22	F.			Finland / Finnish	Finland	Gyrschyla		Parents, N. J. Howard Kaggunda, Sweden
Laina	26	F.	Servant		Finland / Finnish	Finland	Helsingfors		Parents, N. J. Howard Kaggunda, Sweden
Elin	24	F.	Domestic						
Irvin	29	M.	Housemaid		Austria / Slovenian	Austria	Soplog		Wife, Mrs. J. Howard Kaggunda, Sweden
Annie	22	F.	Domestic		Ireland / Irish	Ireland	Ballyshel		Father, N. J. Howard Kaggunda, Sweden
Oskar	22	M.	Sailor		Sweden / Swedish	Sweden	Stillingen		Parents, N. J. Howard Kaggunda, Sweden
Catherine	24	F.			Syria / Syrian	Syria	Saret		Parents, N. J. Howard Kaggunda, Sweden
Michael	4	M.							
Mary	17	F.			Sweden / Swedish	Sweden	Helsingfors		Parents, N. J. Howard Kaggunda, Sweden
Karl	25	M.	Housemaid		Norway / Scandinavian	Norway	Trondheim		Parents, N. J. Howard Kaggunda, Sweden
Brunde	29	M.	Cook		Sweden / Swedish	Sweden	Trondheim		Parents, N. J. Howard Kaggunda, Sweden
Oskar	26	M.	Housemaid		Finland / Finnish	Finland	Jankop		Parents, N. J. Howard Kaggunda, Sweden
Oliver	24	F.	Housewife						
Harold	4	M.							
Eleanor	15	F.							
Mariana	27	F.			Syria / Syrian	Syria	Saret		Parents, N. J. Howard Kaggunda, Sweden
Chance	40	F.			Syria / Syrian	Syria	Saret		Parents, N. J. Howard Kaggunda, Sweden
Carl	22	M.			Sweden / Swedish	Sweden	Trondheim		Parents, N. J. Howard Kaggunda, Sweden
Eric	32	M.			Finland / Finnish	Finland	Jankop		Parents, N. J. Howard Kaggunda, Sweden
Auna	19	F.	Helper		Ireland / Irish	Ireland	Trondheim		Parents, N. J. Howard Kaggunda, Sweden
Mary	22	F.	Domestic		Ireland / Irish	Ireland	Trondheim		Parents, N. J. Howard Kaggunda, Sweden
Micha	27	M.	Housemaid		Turkey / Turkish	Turkey	Trondheim		Parents, N. J. Howard Kaggunda, Sweden
Carle	20	M.			Syria / Syrian	Syria	Saret		Parents, N. J. Howard Kaggunda, Sweden



Sub-Unit 5

Write an Essay

Take a few minutes to review the two research options. Do you have any questions about either of the options? Which one would you like to explore further?

Write any notes here.

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Look through the Collection to see which resources will be useful in completing your project.

In the left column, write the source information: author, title, publisher, date, place of publication, line number, plus the URL for Internet sources. You'll need this information in a later lesson when you create a Works Cited page.

Write information relevant to your project in the right column.

Write a Claim Statement for Your Essay

1. Review the evidence you collected in the last lesson.
2. What are you trying to explain in your research essay? Write a claim statement that answers the question for the research option you chose.

Your claim statement should be written as a complete sentence and should make a clear point that can be supported by the evidence you gathered.

First Body Paragraph

Any time you reference a text directly, mark the spot with the author's last name, like this: (Smith). In a later lesson, you will add proper in-text citations to these spots.

Which items in the list are “No” for you?

Write your second body paragraph for your essay.

When you complete the paragraph, make sure that you write a transition sentence to establish a connection between your body paragraphs.

Review Sample Essay Introduction

1. Review the introduction to the Sample Essay 1 handout.
2. Highlight or underline each of the following elements using a different color/line for each:
 - Lead
 - Key background or context
 - Claim

Notes

Write an Introduction

1. Write two or three leads for your introductory paragraph, leaving a space between each lead.

2. Write your introduction by...

- writing your favorite lead at the top.
- writing one or two sentences explaining the key background information or context to your reader.
- concluding with your claim statement.

1. Revisit your body paragraphs and underline two places to revise. One could be a place where you can add more evidence to support your claim, another could be a place where you can develop your evidence further in order to support your claim.
2. For each place you identified as needing revision, write 3–5 sentences that present additional evidence or describe your evidence further.
3. Then, rewrite your body paragraphs with the new sentences, revising so they connect clearly with one another.

A series of horizontal dotted lines for writing an essay.

1. Reread your introduction and body paragraphs, including the revisions you've made.
2. Write your conclusion, including both of the following elements:
 - A restatement of your claim/argument
 - A final thought for your reader to take away that follows from the ideas presented

Self-Assessment Notes

Which items in the list are “No” for you?

Revise Essay Draft

Revisit the introduction, body paragraphs, and conclusion to your essay. Make any necessary improvements, then write your new draft here.

A series of horizontal dotted lines for writing an essay.

Edit Essay Draft

1. Follow the steps in the Editing Process to revise and polish your new essay draft.
2. Use the Guidelines for Citing and Punctuating Direct Quotes to help you.

Handwriting practice lines consisting of 20 horizontal dotted lines.

Write Final Essay

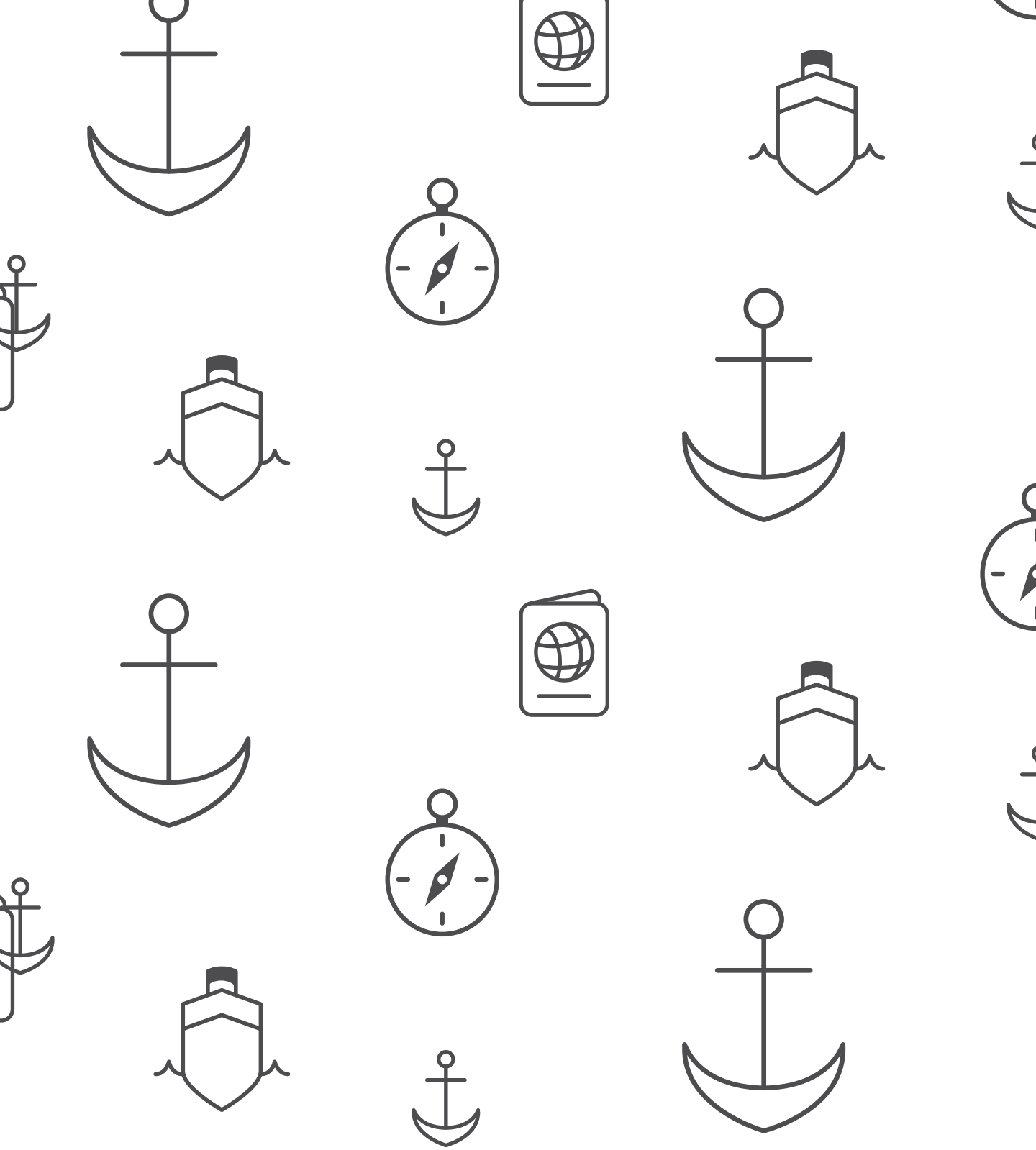
Rewrite your draft to create a final copy.

Make sure your essay is in the right order and that you've incorporated revisions to your claim statement, body paragraphs, and any other sections of your last draft.

A series of horizontal dotted lines for writing an essay.

Write your Works Cited page.

Write your Works Cited page.



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