



The Space Race Collection

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**Sub-Unit 1** • pages 6–13



**Sub-Unit 2** • pages 14–47



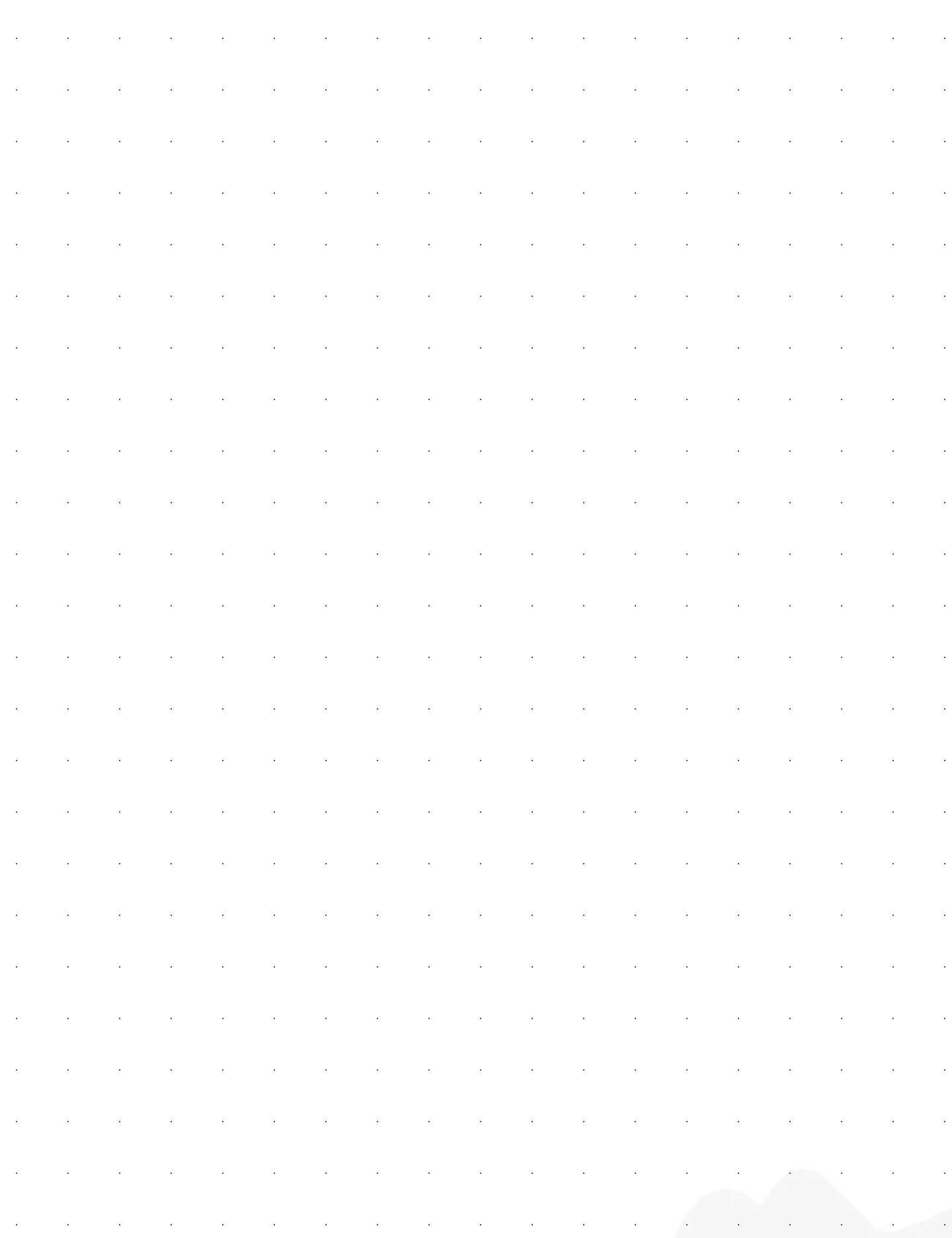
**Sub-Unit 3** • pages 48–55

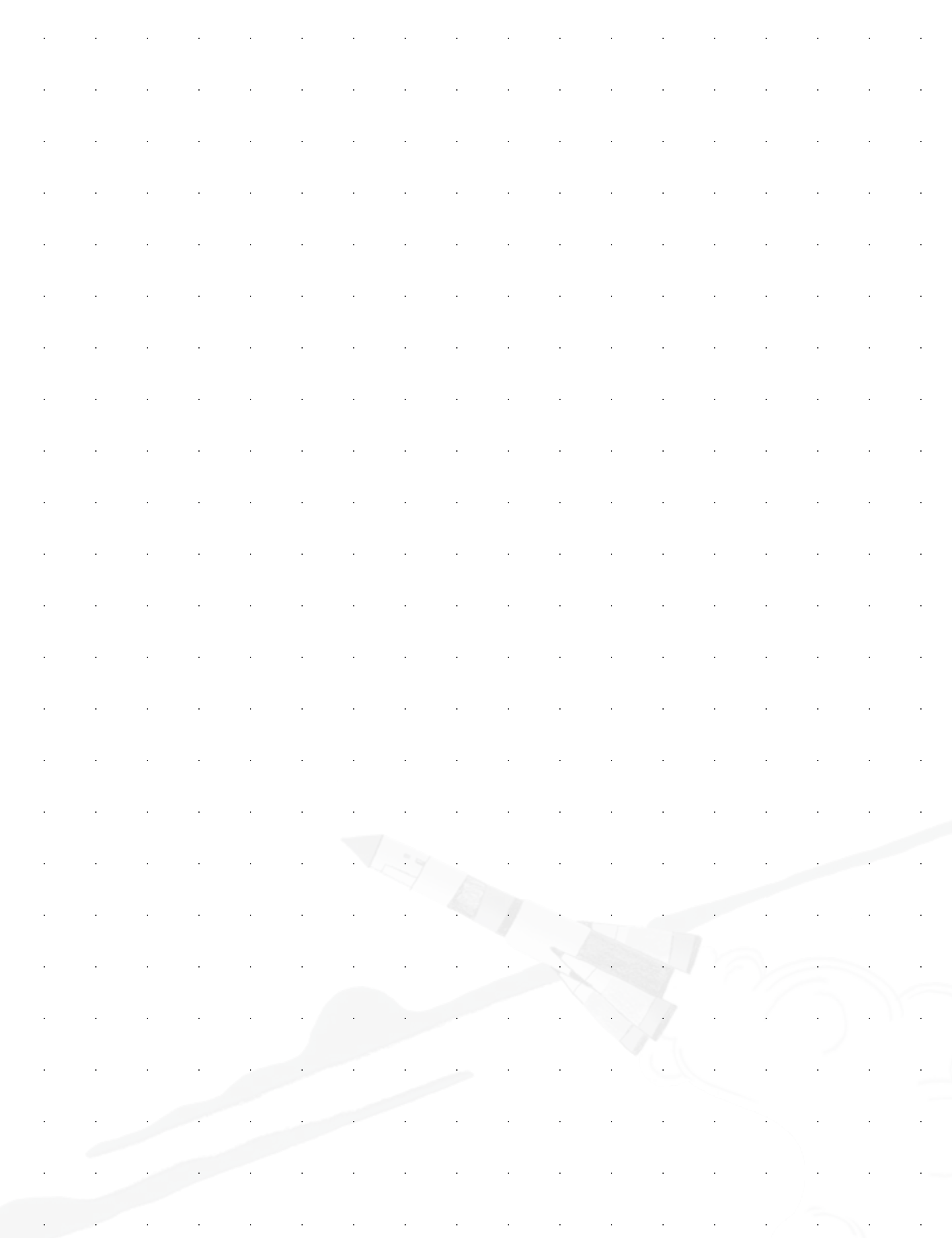


**Sub-Unit 4** • pages 56–65



**Sub-Unit 5** • pages 66–87









COMMUNICATIONS  
# MOD BU ENTRY GROUP  
# FUNCTIONAL  
# PUSHDOWN TIME  
# TRUNNION  
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# SIN (SA) = 1

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## Sub-Unit 1

# Information Literacy



1. Write down the website your teacher projects here:

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2. List three things you learned from this website:

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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.

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

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

Original	Paraphrase
<p data-bbox="104 315 611 390"><b>From “The Sweet Lure of Chocolate” by Jim Spadaccini</b></p> <p data-bbox="104 433 696 587">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.</p>	
<p data-bbox="104 1028 651 1140"><b>From “The Iceberg Was Only Part of It,” <i>The New York Times</i>, by William J. Broad</b></p> <p data-bbox="104 1183 679 1296">On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.</p>	









## Sub-Unit 2

# Scavenger Hunt and Internet Research





## Image Scavenger Hunt 1—Close Reading Questions

**Image 2, 1965: Cosmonaut Alexei Leonov becomes the first man to walk in space on March 18. Ed White performs first US spacewalk on June 3.** (Student Edition, page 570 )

1. Compare the two spacewalk photographs. List two differences and two similarities.

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2. These photographs were taken on March 18, 1965, and June 3, 1965, within three months of each other. Does that surprise you? Explain your answer.

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3. People were eager to see images from space exploration. List one thing each photograph expresses that a text cannot.

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## Image Scavenger Hunt 1—Close Reading Questions

### **Image 4, 1969: Cars and tents lined up, waiting for the launch of *Apollo 11***

(Student Edition, page 574)

1. It is estimated that almost a million people came to watch the launch of *Apollo 11*. This picture shows some of the spectators for the launch. Why do you think so many people wanted to see the launch in person?

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2. This photograph was taken in 1969. How would it look different if this event took place today?

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3. List three important events in the news (political, scientific, or social) that have taken place in your lifetime. Which one could you imagine camping out to witness in person? Explain your answer.

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## Image Scavenger Hunt 1—Close Reading Questions

**Image 6, 1969: *Apollo 11/Saturn V* space vehicle climbs toward orbit** (Student Edition, page 579)

1. The *Saturn V* rocket was over 350 feet tall. That’s longer than a football field. Does it look that large in the photograph? What aspects of the photo give you clues to the rocket’s size?

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2. How do you think the astronauts inside the rocket might have felt while this photo was being taken? Use your imagination and/or what you know about space to explain your answer.

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3. Look at the massive streak of flame shooting out behind the rocket, and imagine how much fuel is being burned, minute by minute. The cost of fuel is just one of the many reasons this project was very expensive and time-consuming. Do you think it’s worth it to spend so much time and money to send people into space? Explain your answer.

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## Image Scavenger Hunt 1—Close Reading Questions

**Image 8, 1969: *Columbia* command module, *Apollo 11*, over the moon’s surface**  
(Student Edition, page 581)

1. Look at the moon’s surface in this photograph. Does it look like the kinds of landscapes we have on Earth? Explain why or why not.

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2. When you look at a bright, full moon on a night without clouds, does it look like this? How is it similar? How is it different?

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3. Michael Collins piloted the module while Buzz Aldrin and Neil Armstrong walked on the moon. Using your imagination, and what you know about space, describe the challenges and risks of both roles. Which job would you prefer to do, and why?

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## Image Scavenger Hunt 1—Close Reading Questions

**Image 14, 1963: *Hail the Soviet People—the Pioneers of Space!* (left); 1969: *Apollo 11* commemorative button (right)** (Student Edition, page 596)

1. Look closely at the Soviet Union poster. List three features that convey the overall mood or tone of the poster.

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2. Look closely at the US button. List three features that convey the overall mood or tone of the button.

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3. Compare the poster and the button. How do they differ from each other, and how are they similar?

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4. The poster and the button are propaganda, or advertising. Which do you think is most successful? Explain your answer.

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## Text Scavenger Hunt 1—Close Reading Questions

**Text 1, “The Space Race: An Introduction”** (Student Edition, page 568)

1. Why were people who knew about V-2 technology so valuable to both Germany and the United States after World War II?

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2. What was *Sputnik*, and why was it an important part of the Space Race?

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3. Compare the relationship between the United States and the Soviet Union at the beginning and end of the Space Race.

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## Text Scavenger Hunt 1—Close Reading Questions

**Text 3, “Sputnik”** (Student Edition, page 571)

1. How did the author first learn about satellites?

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2. How did Homer’s family and the people in his community react to the news about *Sputnik*? Why did they react this way?

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3. What was the difference between what was heard on the radio before October 5, 1957, and after this date? According to Johnny Villani, why was this change important for students?

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## Text Scavenger Hunt 1—Close Reading Questions

**Text 5, “And a Dog Shall Lead Them”** (Student Edition, page 575)

1. What characteristics made Laika a good pet? Would these qualities make her a good candidate to be a space traveler? Explain your answer.

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2. Describe all the conditions that placed stress on Laika’s body in space, and explain her reaction to these conditions.

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3. Many pro-animal activists were angry about Laika’s treatment in space, but the American officials said nothing. Why did they keep silent?

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## Text Scavenger Hunt 1—Close Reading Questions

**Text 7, “Memorandum for the Vice President”** (Student Edition, page 580)

1. President Kennedy asks if Americans have a chance at “beating the Soviets” (6). How does he think Americans might be able to beat them?

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2. Which questions best show the president’s sense of urgency in moving forward with the space program? Explain why.

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3. Which questions might Jim Webb (NASA Administrator), Dr. Weisner (Science Advisor), and Secretary MacNamara (Secretary of Defense) answer?

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## Text Scavenger Hunt 1—Close Reading Questions

### Text 9, President Kennedy’s Address at Rice University (Student Edition, page 582)

1. What does President Kennedy worry will happen to outer space if it is not explored by Americans?

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2. Read the speech closely and find two examples that show President Kennedy asserting American superiority over the Soviets. Write those sentences here.

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3. President Kennedy states, “We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people” (7). Explain what he means.

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4. What does President Kennedy mean when he says, "We choose to go to the moon in this decade and do other things, not because they are easy, but because they are hard" (9)? Why choose to do the hard thing?

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## Text Scavenger Hunt 2—Close Reading Questions

**Text 11, “A Seagull in Flight”** (Student Edition, page 586)

1. Why was Tereshkova’s mother surprised when she saw a photo of her daughter in space?

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2. At one point, Tereshkova describes the “profound silence” (6) of space. How did that silence affect her?

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3. If you had traveled in space with Tereshkova, what would you have noted in your logbook?

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## Text Scavenger Hunt 2—Close Reading Questions

**Text 13, “First to Fly”** (Student Edition, page 591)

1. What major event in history is described in this chapter? What two sentences in the chapter provide clues to what this event was?

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2. The authors write, “Far from feeling isolated and alone in space, he [Gagarin] felt like there was more attention focused on him than at any other time in his life” (11). What were the authors referring to?

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3. According to the authors, when Gagarin’s mission ended with his landing near the club where he first started flying, he said, “It was like a good novel” (16). Name three other characteristics of Gagarin’s experience on this mission that you think are “like a novel.”

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## Text Scavenger Hunt 2—Close Reading Questions

**Text 15, “In Event of a Moon Disaster”** (Student Edition, page 597)

1. According to Safire, if there had been a moon disaster and Armstrong and Aldrin had died, what should the president have done prior to the reading of this speech? Why?

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2. What are some things that Safire says Armstrong and Aldrin accomplished simply by going into space? What effect does Safire think their “exploration” had?

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3. Which two lines of this memo stand out to you, and why?

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**Text Scavenger Hunt 2—Close Reading Questions**

**Text 19, “Buzz Aldrin on His Lunar Home, the Eagle” from *The Wall Street Journal***  
(Student Edition, page 605)

1. What was it like to live in the lunar module? Use three quotes from the text in your answer.

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2. What passage in the text tells you that Aldrin thought they might not make it home from the moon? Why was he worried?

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3. Describe what Armstrong and Aldrin did when they set foot on the moon. What was going through Aldrin’s mind as he stood on the moon?

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## Text Scavenger Hunt 2—Close Reading Questions

**Text 22, Preface from *Flight: My Life in Mission Control*** (Student Edition, page 614)

1. The author thinks of Ham, the chimpanzee, as “crew.” In what ways is Ham an astronaut? In what ways is he an animal test subject?

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2. Ham’s inability to communicate with Mission Control poses some problems. How does the team get around these problems? How would it have been different if Ham were human?

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3. Why was a chimpanzee sent into space before a human?

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### Text Scavenger Hunt 3—Close Reading Questions

**Text 17, “Dreaming of a Moonage”** (Student Edition, page 599)

1. Why did Smith and his family have to wait so long for Armstrong to walk on the moon?  
What made Armstrong late?

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2. Neil Armstrong is expected to say something memorable when he first steps on the moon.  
What does he say? What does Smith think the “real poetry” is for Armstrong?

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3. Explain what Armstrong does as he steps from the lunar module onto the surface of the moon. What is one way that Smith captures your attention in his description of this event?

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### Text Scavenger Hunt 3—Close Reading Questions

**Text 21, “Smooth as a Peeled Egg”** (Student Edition, page 609)

1. What does Leonov say the purpose of the mission is?

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2. What difficulty does Leonov encounter on this mission? How does it affect the mission's purpose?

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3. What did Leonov consider to be the historical and personal significance of this mission's success? Explain your answer with textual evidence.

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### Text Scavenger Hunt 3—Close Reading Questions

**Text 23, “What the Moon Rocks Tell Us”** (Student Edition, page 618)

1. What was the scientists’ first reaction to the moon rocks?

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2. Why do you think the moon rocks were “the most sought after, the most eagerly awaited, of all specimens in the history of science” (3)?

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3. The samples contained no traces of life or dangerous substances. How do you imagine the space program might have changed if the analysis had yielded different results?

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### Text Scavenger Hunt 3—Close Reading Questions

**Text 24, “You Are Here”** (Student Edition, page 621)

1. Sagan points out that you cannot see any signs of human life, man-made machines, or state borders from space. Why do you think Sagan tells the reader this? What point is he trying to make?

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2. Sagan writes, “On the scale of worlds—to say nothing of stars or galaxies—humans are inconsequential, a thin film of life on an obscure and solitary lump of rock or metal” (4). Explain what he means.

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3. If you took the *Apollo 17* photograph of Earth, would you title it “Pale Blue Dot”? Why or why not?

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### Text Scavenger Hunt 3—Close Reading Questions

#### Text 25, “Life on Mars to Become a Reality in 2023, Dutch Firm Claims”

(Student Edition, page 623)

1. What are some issues Mars One encountered as preparations were made to send astronauts to the Red Planet?

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2. What was the mission of the Mars One project?

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3. Would you want to travel to the Red Planet? Why or why not?

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### Text Scavenger Hunt 3—Close Reading Questions

#### **Text 26, “Katherine Johnson: Trailblazer and Brilliant Mathematician”**

(Student Edition, page 626)

1. Who brought Katherine Johnson's work to the attention of a broad audience and how did she do it?

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2. What did it mean to be hired by NASA to be a "computer"?

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3. What made Katherine Johnson remarkable in the history of the Space Race?

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## Image Scavenger Hunt 2—Close Reading Questions

**Image 10, 1969: Buzz Aldrin's footprint, a photograph of one of the first steps ever taken on the moon** (Student Edition, page 585)

1. Travelers to wilderness areas or national parks are often encouraged to “leave only footprints.” This is Aldrin’s “wilderness.” What is the ground like in this picture? What other features of the moon’s surface, besides the boot print, stand out?

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2. Imagine the surface of the moon covered with boot prints like this one. How would that change the importance of this one footprint?

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## Image Scavenger Hunt 2—Close Reading Questions

**Image 12, 1969: *Apollo 11* ticker-tape parade in New York City with Buzz Aldrin, Neil Armstrong, and Michael Collins** (Student Edition, page 590)

1. What clues in the picture reveal the date it was taken?

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2. This photo was taken in 1969. How would a parade honoring American heroes be different and similar today?

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3. Briefly describe a momentous world event that took place in your lifetime. Was it celebrated with a ticker-tape parade? If not, how was it celebrated?

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## Image Scavenger Hunt 2—Close Reading Questions

**Image 16, July 24, 1969: *Columbia* command module from *Apollo 11* splashdown in Pacific Ocean** (Student Edition, page 598)

1. Look carefully at the photo, and describe the size of the *Columbia* command module.

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2. Describe the suits worn by the Navy divers in the picture. Why do you think these suits were necessary?

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## Image Scavenger Hunt 2—Close Reading Questions

**Image 18, 1971: James Irwin, American flag, lunar module, and lunar rover**  
(Student Edition, page 604)

1. What do you think the astronaut, James Irwin, is doing in this photograph? Why?

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2. Look closely at the flag. Does it appear to be moving? Why or why not?

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3. Describe the moon's surface look in this picture. Compare the surface in front of Irwin to the surface in back of him.

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## Image Scavenger Hunt 2—Close Reading Questions

**Image 20, 1969: *Sky Garden (Stoned Moon)* by Robert Rauschenberg**  
(Student Edition, page 608)

1. Rauschenberg thought that artists and engineers should share ideas. List five items in this print that are connected to engineering and science.

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2. Rauschenberg’s title *Sky Garden (Stoned Moon)* gives us clues to what is going on in this work of art. What items in the print are from a “garden”? What items are from the “sky”?

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3. This artwork includes lots of information. What does your eye focus on, and why?

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Find a quote from “Dreaming of a Moonage” that supports your answer to Activity 1 on page 644 in the Student Edition. Write that quote here.

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## Sub-Unit 3

# Space Blogs and Collection Research



Write the name of your astronaut or cosmonaut here:

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### **Astronaut/Cosmonaut Profile**

In the space below, record the following details about yourself:

Name:

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Country of origin/Birthplace:

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Date of launch:

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Spacecraft/Mission name:

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Most notable (important, interesting or unusual) achievement:

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One or two interesting or noteworthy facts about yourself or your mission:

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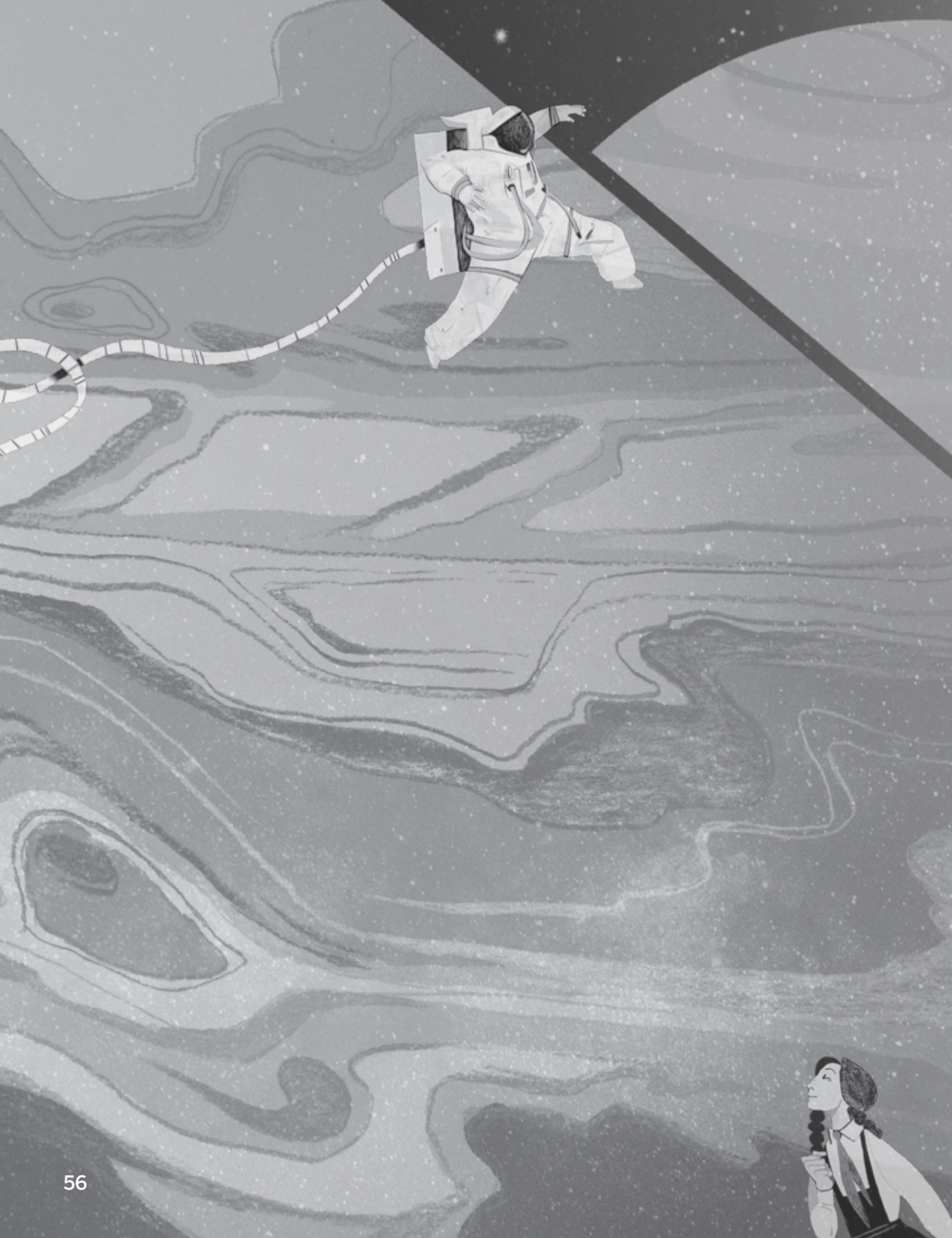
Use this space to record any interesting information you discover about your astronaut or cosmonaut while conducting your research.



A series of horizontal dotted lines for writing.



Use this space to record any interesting or surprising facts that you or your group members learned in your reading today.





## Sub-Unit 4

# Socratic Seminar and Internet Research



Work with your group to write three or four rules for a class discussion. Think about what speakers and listeners should do in terms of language, listening, speaking, and participation.

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Write an open-ended question about a song or movie you like.

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Work together to write two or three open-ended questions about your text to ask the class during the Socratic seminar. Make sure your questions are thought provoking, so that your classmates have a lot to think about and discuss.

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

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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.

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2. Write down the research question you and your partner chose to investigate further.

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### Source Credibility Checklist–Source One

Name of website/URL

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

## Source Credibility Checklist–Source Two

Name of website/URL

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

Write the answer to your new research question here:

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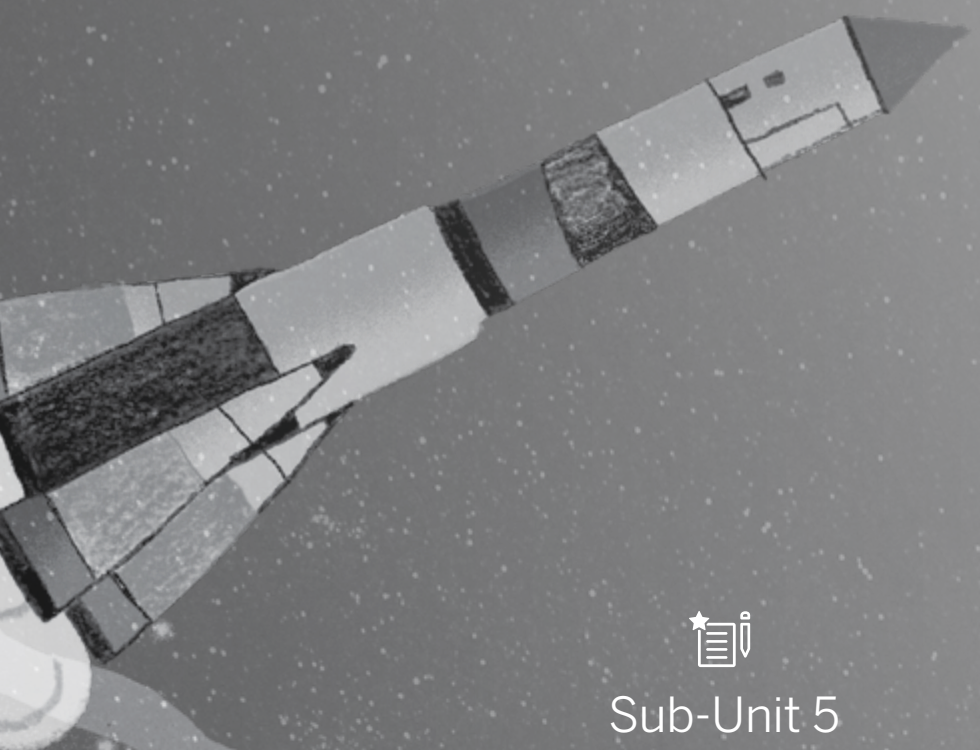
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## Sub-Unit 5

# 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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## Conduct Research

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

Complete your research chart using the information you find about your topic.

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.

Collection or Internet Source	Information for My Topic









## 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

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A series of horizontal dotted lines for writing an essay.



A series of horizontal dotted lines for writing an essay.



A series of horizontal dotted lines for writing an essay.



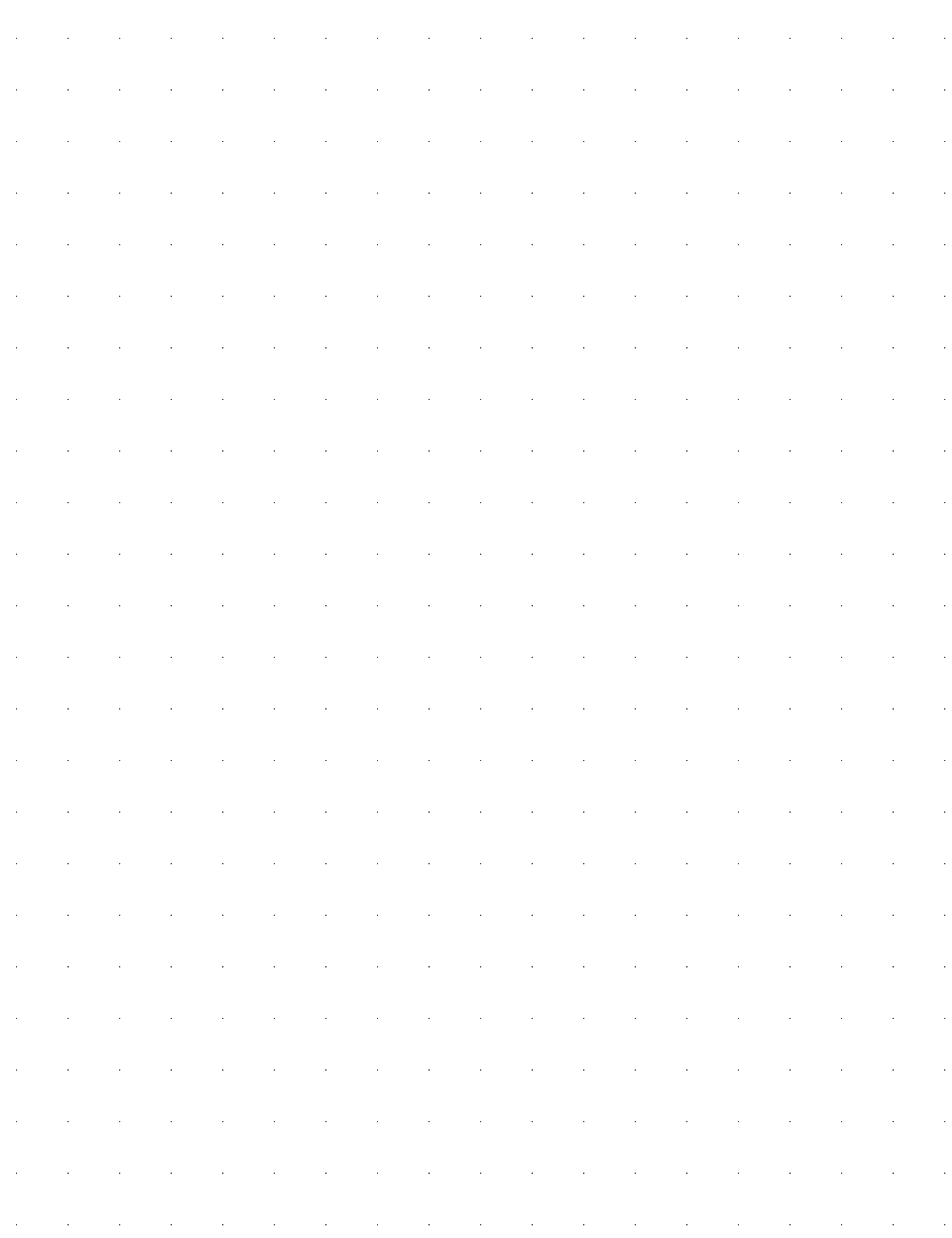


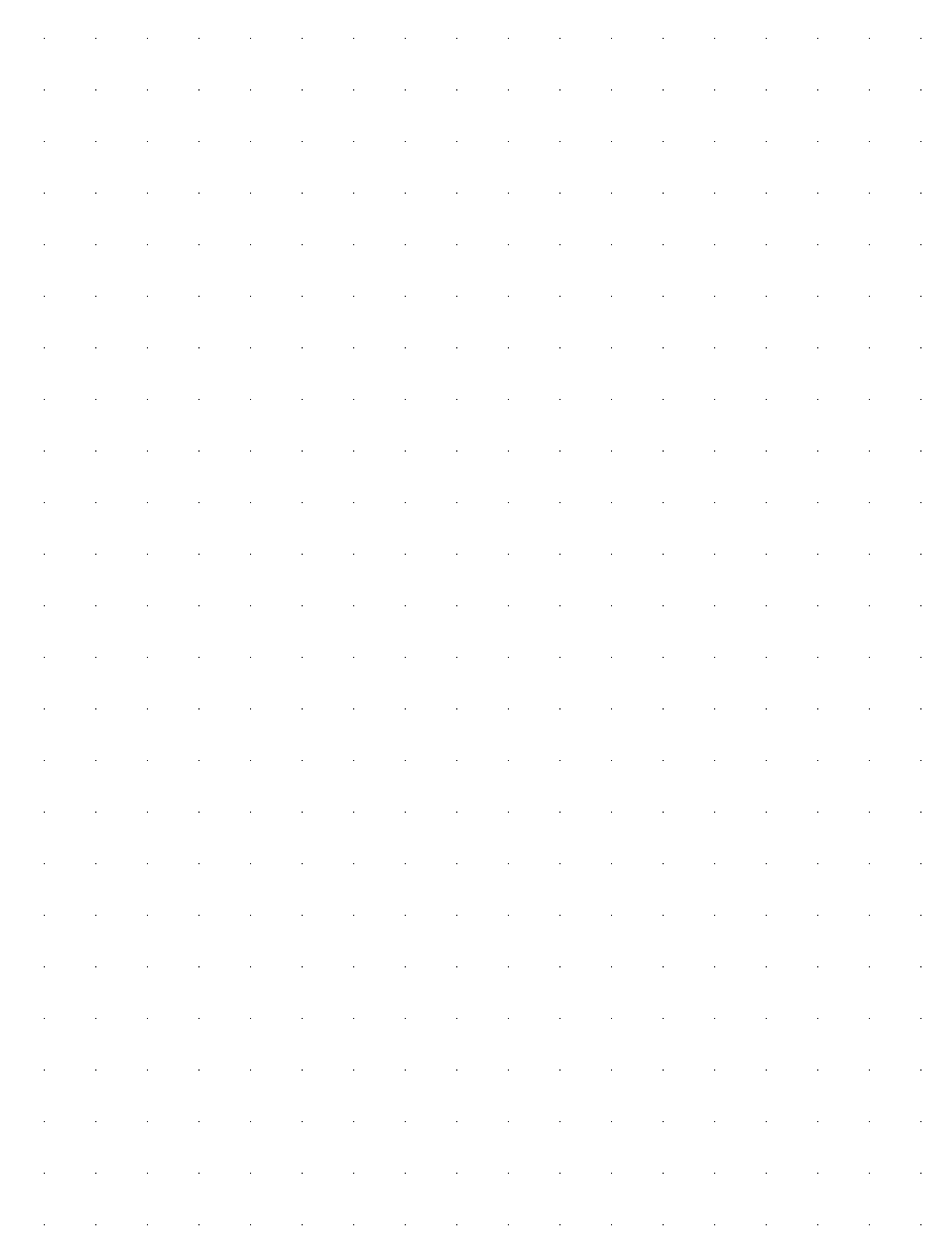


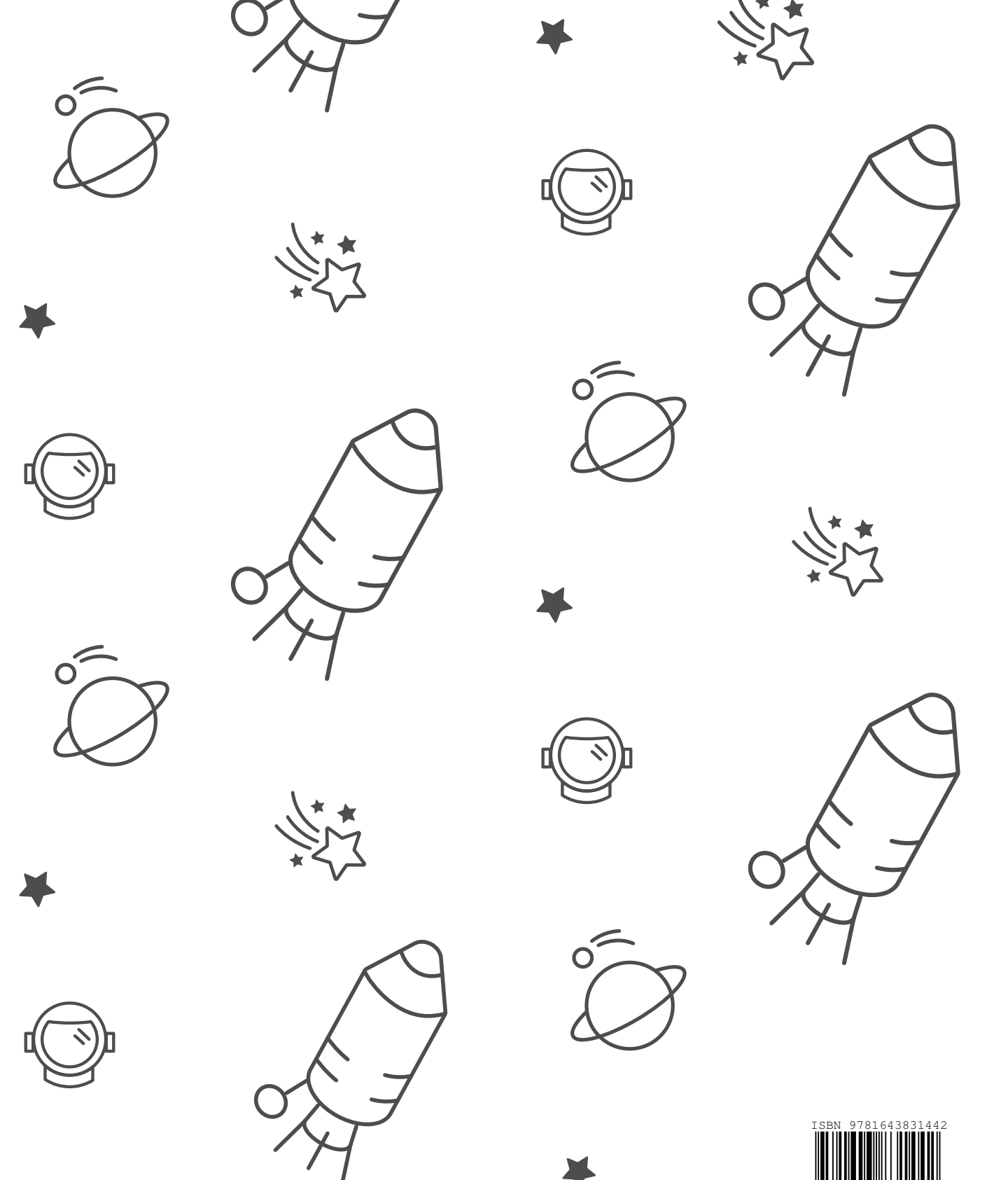












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