

Name: _____ Date: _____

6B- _____

Writing: "The Moustache" Essay — Directions -

Draft

Task: Write a well-written, well-organized, and well-developed **4-paragraph essay** in which you respond to ONE of the following assignments:

1. **Theme:** Identify the **theme topic** and **theme message** of "The Moustache" by Robert Cormier? State the theme topic in your thesis; state the theme message as your insight statement. In your body paragraphs, discuss **two different scenes** that most strongly support your identification of the theme. To do this, find the two best QUOTES that show the theme — one quote must be from the CLIMAX, and the other should be from the next most dramatic, significant, or revealing scene in the story. Both quotes must reveal the same theme, even if they don't express the same point about this theme. (For example: both scenes might be about the theme of friendship, but one could show characters struggling with their friendship, while the other might show them figuring out their problem with friendship.) Once you have these quotes, outline your body paragraphs in chronological order (time order). In other words, put the quote that appears earlier in the story in Body ¶ #1; put the quote that appears later in the story in Body ¶ #2. Develop both quotes using the SEE method. In your explanations (SEE), be sure to discuss the meaning of the quotes, specifically explaining what they say about the theme.
2. **Symbolism:** The author of "The Moustache" uses a symbol to help readers see how Mike, the main character, changes over the course of the story. Identify the symbol in the thesis, and then in the body paragraphs discuss how it shows a change in Mike's character. To do this, find the two most dramatic, significant, or revealing TEXT DETAILS OR QUOTES to support your argument. (In other words, you do **NOT** have to use a quote as your evidence). Your evidence should show how the symbol reveals a change in Mike's character. Once you have these details or quotes, outline your body paragraphs in chronological order (time order). In other words, put the details or the quote that appears first in the story in Body ¶ #1; put the scene or quote that appears second in the story in Body ¶ #2. Develop both quotes using the

SEE method. In your explanations (SEE), be sure to discuss the meanings of the text details or quotes, specifically explaining what they say about Mike's character.

(over)

3. **Conflict:** Two characters in "The Moustache" — the main character, Mike, and his grandmother, Meg — struggle with their own personal version of the same main conflict. First, identify this conflict in the thesis; use the terms character vs. ____? ____ . In the body paragraphs, separately discuss each character's unique experience with the conflict. In other words, describe each character's personal struggle with the main conflict. Support your argument using the SEE method, using a QUOTE as your evidence for each body paragraph. In your explanations (SEE), be sure to discuss the meaning of the quotes, specifically explaining how they represent the conflict.

Directions: Complete your essay by following these steps:

1. Find your evidence (quotes and / or specific text details) for your argument. Write it below.

(Classwork: Friday, April 27th.)

2. Complete an outline of your essay. Finish for homework. (Classwork: Friday, April 27th.)

3. Use the Essay Outline to draft your essay by hand.

*See sample theme essay on *Red Scarf Girl*. (Classwork: Monday, April 30th.)

4. Type and highlight a draft of your essay. Bring 3 copies of it to class on Tuesday, May 1st.

(Homework: Monday, April 30th.)

5. Edit and revise your draft(s). First, complete a SELF Checklist. If you have time, use a clean copy of your essay to complete a PEER Checklist(s). (Classwork: Tuesday, May 1st.)

6. Edit and revise your essay. Bring your final packet to class on Wednesday, May 2nd.

(Homework: Tuesday, May 1st.)

7. Submit your final packet on Wednesday, May 2nd.

Final Packet = Final copy; this packet; a SELF Checklist + SELF Rough Draft

Evidence for your argument: On the spaces below, write the two best text details or quotes. Assignment #1 and Assignment #3 require quotes. Assignment #2 does NOT require a quote, but you should use a quote if you can find one that's convincing.

Evidence #1: _____

_____ (pg. #: _____)

Evidence #2: _____

_____ (pg. #: _____)

(next)

Essay Outline: USE PENCIL. Use your evidence from above to help you outline your essay.

I. INTRODUCTION: [~ 4-11 lines] Introduces THESIS / Argument.

"Hook": [1-4 lines]: **Catchy, broad opener** related to topic of thesis: see hook notes.

"Line": [2-4 lines] **Summary** of *important* background information of *entire text* or issue; should flow with hook and sinker / thesis; include **title & author** for text.

“Sinker” / THESIS: [1 sentence; ~ 1-3 lines] **General answer** to assignment or essay question; **main idea** for *entire essay*; must be a provable **OPINION**, not a fact.

(over)

II. **BODY ¶ #1:** [~8-19 lines] Supports Sinker / THESIS / Argument.

Topic Sentence: [1 sentence; ~ 1-2 lines] Main idea for ¶; supports THESIS; is an **OPINION**.

Supporting Details: [~ 7-17 lines for S.E.E.] Text details and explanation that support your topic sentence. Put evidence in **logical order** (often time order).

- **Summary for Evidence:** [~ 1-5 lines] **Plot summary** introducing the evidence by providing relevant background information / examples for it.
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- **Evidence:** [1-4 lines] **QUOTE** or specific text detail that supports your topic sentence. Quotes should not be longer than 3-4 lines of typed text. You may take notes here; you may shorten your quote by using ellipses.

*In your essay (*not* your outline), introduce your quote with a **tag**:

1. Who said it? 2. To whom? 3. When / In what basic situation?

_____ (pg. _____)

- **Explanation:** [~ 5-8 lines] Explanation of HOW the evidence supports, proves, or is related to topic sentence and thesis. Make *INFERENCES* that go *beyond* the text. “Read between the lines”; interpret the language of your evidence; provide insights about the text. In your own words, tell WHAT the quote says; tell WHY it was said; and tell WHAT it means. **Do NOT add new plot here.**

(next)

II. **BODY ¶ #2:** [~8-19 lines] Supports Sinker / THESIS / Argument.

Topic Sentence: [1 sentence; ~ 1-2 lines] Main idea for ¶; supports THESIS; is an **OPINION.**

Supporting Details: [~ 7-17 lines for S.E.E.] Text details and explanation that support your topic sentence. Put evidence in **logical order** (often time order).

- **Summary for Evidence:** [~ 1-5 lines] **Plot summary** introducing the evidence by providing relevant background information / examples for it.

- **Evidence:** [1-4 lines] **QUOTE** or specific text detail that supports your topic sentence. Quotes should not be longer than 3-4 lines of typed text. You may take notes here; you may shorten your quote by using ellipses.

*In your essay (*not* your outline), introduce your quote with a **tag**:

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_____ (pg. _____)

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(over)

III. CONCLUSION: [~ 4-8 lines]: Provides end to essay.

Review: [~ 2-4 lines] Starts with conclusive transition; re-words **THESIS** & **TOPIC SENTENCE** in fresh new way. In your review, you “re-view” your main ideas.

Insight Statement: [~ 2-4 lines] See Insight Statement notes. Use this format:

1. start with conclusive transition (see below)
2. a text reference (refer to quote)
3. a springboard (demonstrates, reveals, illustrates, suggests, indicates, etc; not shows)
4. a real-world insight (no morals, absolutes, or cliché’s; insightful & universal)

Must be relevant to rest of essay; **H.I.S.** (connect **H**ook to **I**nsight **S**tatement); should “flow” with review; must give essay a sense of “closure”; no brand new ideas here.

***Conclusive Transitions:** So, basically, essentially, after all, ultimately, on the whole, in the long run, fundamentally, etc. Do *not* use “in conclusion.”

***Other Transitions:** In particular, more specifically, for example, for instance, generally, in other words, on the other hand, on the contrary, by contrast, similarly, in the same way, likewise, otherwise, further, furthermore, additionally, in addition, to make matters worse, therefore, however, first, next, last, finally, later, then, etc.

(next)

Pencil Draft: USE PENCIL. Use your outline to help you complete a pencil draft.

[illegible]

[illegible]

[illegible]

[illegible]