

Write for a Month: Black Americans' Contributions Series--Level III

TABLE OF CONTENTS

Projects 1 & 2: Sentence-by-Sentence Outline--Harriet Tubman.....page 3

Projects 3 & 4: How to Complete the Checklist Challenge--Harriet Tubman.....page 23

Appendix A: Editing and Revisingpage 59

Appendix B: Other Language Arts Lady Products.....page 61

Projects 1 & 2: Sentence-by-Sentence Outline Essay Over Given Material

Harriet Tubman

Overview of Narrative Essay From Given Material

This week you will be writing an essay over given material. That is, you will not find your own material to write from, but you will use materials provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline.

I. TOPIC OF ESSAY

Sentence-by-Sentence Outline over given material about **Harriet Tubman**.

IV. OPENING PARAGRAPH

All students will write an Opening Paragraph.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 paragraphs** for the body (P'soB).

V. CLOSING PARAGRAPH

All students will write a Closing Paragraph.

III. SENTENCES PER PARAGRAPH

All students will write the number of sentences that each paragraph contains in the given passage.

**Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any LAL* writing assignment, with your teacher's permission.*

VI. WRITE ON/ADDITIONAL SKILLS

- A. Sample Outline & Paragraph
- B. 5 Paragraph Essay With Train Cars
- C. Opening Paragraph Template
- D. Writing a Character Quality Paragraph
- E. Closing Paragraph Template
- F. Compound Sentence
- G. Coordinating Conjunctions

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

*LAL = Language Arts Lady

Given Passage to Write From

PoB-A	Paragraph 1	Harriet Tubman traveled through the thickness of the woods. Occasionally, she glanced back at the group of runaway slaves that were depending upon her to lead them. The people looked frightened. Day was turning to night as the sky filled with darkness. They heard a dog's high-pitched howl from a distance.
PoB-B	Paragraph 2	The assembly raced towards the river. They faltered as they tripped on branches, stumps, and holes. The howling had now turned into deep, ferocious barking. Finally reaching the bank, they stepped into its swirling water. Mrs. Tubman instructed the group to traipse through the water to cause the dogs to lose their scent. It worked, for the canines were no longer on their trail. The freedom-seekers continued northward.
PoB-C	Paragraph 3	The travelers would conceal themselves in the daytime and navigate through the woods only at night. Their guide would use the Big Dipper to direct them northward. Whenever they heard a dog bark or saw a far away person, they became gripped with fear at the thought of being captured. Finally, they arrived at another river. They became enthusiastic and started to talk when they heard the roar of the water. When they reached the other side of the Ohio River, they were finally no longer slaves.

Lesson A. Study Skills/Prewriting: Sentence-by-Sentence Outline

<> A. Follow these steps to write a Sentence-by-Sentence Outline (S-by-S Outline) for this week's passage:

1. Study the Outlining Symbols Box provided.
2. Read the first paragraph to yourself.
 - a. **Determine the topic of the entire paragraph.**
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
3. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **4-6+ words** that would most help you to remember the content of the sentence.
 - b. Write those **4-6+ words** on the line provided for Sentence One.
 - c. Repeat these steps for all of the sentences in the first paragraph.
4. **Repeat these steps** for all of the paragraphs and sentences in the passage.

***Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph) P'soB stands for Paragraphs of Body (more than one PoB).**

+Always use as few words as possible.

All--Paragraph of Body A (PoB-A)

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph of Body B (PoB-B)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

All--Paragraph of Body C (PoB-C)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sample S-by-S Outline PoB-C

(Paragraph 3)

Topic of PoB-C: Traveling to freedom

Sentence 1: Conceal day/navigate woods @ night

Sentence 2: Big Dipper guided them northward

Sentence 3: Heard dog/saw person = gripped → fear @ caught

Sentence 4: Arrived @ river

Sentence 5: Enthusiastic + + + talking heard river

Sentence 6: Reached other side slaves

Sample Paragraph From S-by-S Outline PoB-C

In the darkness, they meandered through the thick forest, and when the sun was up, they would lie low. They traversed northward with their faithful leader allowing the Big Dipper to steer them. Fearful of being apprehended, they listened carefully for barking dogs or searching men. Before they knew it, they found themselves at a second river's edge. They felt the vibrations of the of the water and became overjoyed! Soon they did it! They were free as they crossed to the opposite side of the Ohio River.

Sentence-by-Sentence Outlining Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean *up, more, above, increase, better, important*

= can mean *the result of, the same as, equal to, means, like, occurred*

can mean *number, pound, or numeral*

Numbers can mean *to (2), for (4), dates, and periods of time, etc.*

→ can mean *the result of, caused, said, showed, back, forward, front, to, like*

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can mean *spoken words or special words*

<, > can mean *more, greater than, less than, less, great, important, unimportant, vast, large, small*

Lesson B. Composition/Creative Writing: Write a Rough Draft Story From an S-by-S Outline Over Given Material

<> **B-1.** Follow these steps for writing your rough draft story from your S-by-S Outline:

- (1) **Re-read the entire passage** to recall its content.
- (2) **Read your first line of notes** and consider what you want your sentence to say.
- (3) **Practice saying your sentence aloud** to get it just the way you want it.
- (4) **Write your first sentence** in your notebook, or key your story on the computer.
- (5) Be sure to **double space** your story to make inputting the Checklist Challenge revisions easier.
- (6) **Indent** the beginning of each paragraph five spaces.
- (7) **Repeat** these steps for each line of notes, writing on every other line.

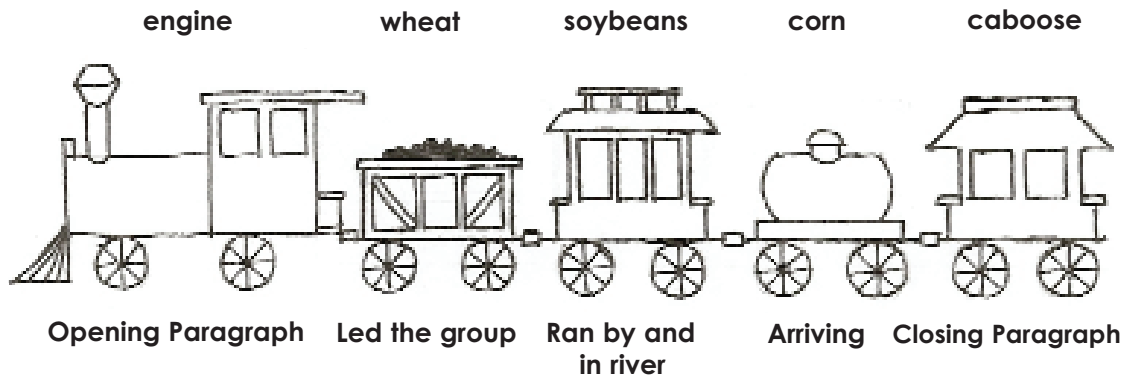
<> **B-2.** Read your story aloud. Do you like the way it sounds?

Lesson C. Study Skills: Introducing the Opening and Closing Paragraphs

- (1) In this lesson, you will learn how to combine three paragraphs together--and put both of them with an Opening Paragraph and a Closing Paragraph to create a five paragraph essay.
- (2) First of all, you need to understand Opening Paragraphs and Closing Paragraphs.

<> C. Look at the train picture given in this lesson and consider these aspects of essay writing:

- (1) If you think of the train cars in the middle (not the engine and not the caboose) as the body paragraphs of an essay, you will start to understand essay writing better.
 - a. For example, one train can have many train cars in it--one with wheat, one with corn, and one with soy beans.
 - b. **Each car has its own contents.**
 - c. When you put the cars together in a line, **you have a train made up of different train cars.**
 - d. Each car stands all by itself with its own contents, but you can put them all together to make up one train.
- (2) Look at the first car--the engine.
 - a. When a train comes across the track, the engine is usually the first car that you see.
 - b. **It opens the way for the other cars.**
 - c. The other cars might contain wheat, corn, and beans, but the engine comes first.
 - d. It tells you **a train is coming.**
- (3) Look at the last car--the caboose.
 - a. When a train ends, it **often has a caboose.**
 - b. The caboose will **often be the last car of the train.**
 - c. It does not have wheat, corn, or beans in it, but it **tells you that the train is ending.**



What does this have to do with writing?

Think of your essay paragraphs as parts of a train:

1. **The three paragraphs you wrote are the body of the train**--the cars in the middle.
 - a. You do not have wheat and corn in your "cars."
 - b. You have **three "scenes" or "time periods"** in yours. (See cars above.)
 - c. By itself, each paragraph is just a paragraph--maybe a one paragraph essay (if you added an opening sentence and a closing sentence).
 - d. This week you will put the three paragraphs about Tubman's journey together as the body (or the "cars") of your essay ("train").

2. Now that you have the cars in your train, **you need an engine**
 - a. The **engine is the Opening Paragraph** of the essay.
 - b. It **tells your reader that an essay is coming**.
 - c. It tells your reader **what the essay is going to be about**.
 - d. Yes, your **Opening Paragraph will be your train's engine**.

3. What else do you need? The **caboose**, of course!
 - a. The caboose of your essay will be a Closing Paragraph.
 - b. It **will tell your readers that your essay ("train") is ending**.
 - c. It **will tell your readers what your essay was about**.
 - d. It will leave your reader interested.

Just like a train, an essay can be long or short.

- a. It can have one engine and two cars (an Opening Paragraph and two paragraphs of the body).
- b. It can have one engine, one car, and one caboose (an Opening Paragraph, one “car” paragraph, and a Closing Paragraph).
- c. It can have what you will have this week--one engine, three cars, and one caboose.
- d. It can have many, many train cars--each a car by itself, but all put together to create one long train.

Lesson D. The Opening Paragraph

↔ D-1. Read and study the sample Opening Paragraph outline/template and paragraph provided (D-1 & D-2).

Sample Opening Paragraph Outline/Template

•**Opening sentence:** Courage = trait → vital → danger

(Name of important quality: For example, you might want to eventually use a sentence like this here: Determination is a quality that people who go through many hardships need in order to endure....Your notes for that planned sentence might look like this: **Determination = quality → ppl hardships need**)

•**Support Sentence:** “The quality of mind or spirit that enables a person to face difficulty, danger, pain, etc., without fear; bravery.” (Dict.com)

(What this quality means/dictionary definition, if desired)

•**Support Sentence:** Audacity, bravery, daring, determination, & endurance

(Synonyms for quality; list words)

•**Support Sentence:** → situations could result → death or injury

(When people need to demonstrate this quality)

•**Support/Closing Sentence:** HT courage = staying calm with threats of pursuers

(How Tubman demonstrated this)

Box D-1

Sample Opening Paragraph

Courage is a vital trait to have in the face of danger. Dictionary.com defines courage as "the quality of mind or spirit that enables a person to face difficulty, danger, pain, etc., without fear; bravery." Audacity, bravery, daring, determination, and endurance are a few synonyms for courage. This quality is necessary in situations that could result in injury or death. Harriet Tubman demonstrated courage by staying calm despite the danger of being caught.

Box D-2

You will learn how to write a quick and easy Opening Paragraph and a quick and easy Closing Paragraph.

Don't worry! **I am going to help you every step of the way!** You will be surprised how fast and simple it is to put together Opening and Closing paragraphs using my templates!

In this assignment, **you will plan and outline an Opening Paragraph** ("train engine") that you could put at the beginning of an essay about Harriet Tubman leading slaves to freedom.

You will use your essay's body paragraphs—those three paragraphs that you wrote from the given passage.

<> D-2. Follow these steps to outline your Opening Paragraph:

(1) Read your Harriet Tubman essay aloud or to yourself.

(2) **Consider a character quality that describes what Tubman did in your essay or the virtues that she demonstrated, etc.** This quality will be what your Opening (and Closing) Paragraph will focus on—while applying it to the person, Harriet Tubman, and her escape. You may choose a quality from the list below or a different quality altogether:

bravery courage perseverance intuitiveness alertness determination

(3) Outline your Opening Paragraph, using the prompts and “fill-in-the blank” notes given below.

Opening Paragraph (Engine) Notes:

•Opening sentence: _____

*(Name of important quality: Your notes for this planned sentence might look like this:
Determination = quality → ppl hardships need)*

•Support Sentence: _____

(What this quality means/dictionary definition if desired)

•Support Sentence: _____

(Synonyms for quality; list words)

•Support Sentence: _____

(When people need to demonstrate this quality)

•Support/Closing Sentence: _____

(How Tubman demonstrated this)

<> D-3. On the lines provided or on the computer, write your Opening Paragraph from the notes you created.

Opening Paragraph

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson E. The Closing Paragraph

Now you have a train engine and three cars for your essay. You are ready to create a Closing Paragraph (caboose) for your essay. This will be simple for you since we will use another template to get you writing quickly!

↔ E-1. Read and study the sample Closing Paragraph outline/template and paragraph provided (E-1 & E-2).

Sample Closing Paragraph Outline/Template

•**Opening Sentence:** Yes, Harriet Tubman definitely displayed the character quality of courage when she helped her fellow slaves find freedom.

(Name your quality from Opening Paragraph.)

•**Support Sentence:** Nelson Mandela → "I learned that courage was not the absence of fear, but the triumph over it."

(Another definition of this quality—not the same as your Opening Paragraph definition)

•**Support Sentence:** 2 types courage = physical and moral

(One sentence detail from an encyclopedia or online source)

•**Support Sentence:** → story HT = physical

(Sentence detailing how HT showed this quality in some step of this story/essay)

•**Support Sentence:** HT = not afraid → consequences → helping slaves

(Optional: Continuation of how she showed this quality and/or hindrances and how she overcame them to demonstrate this quality)

•**Closing Sentence:** Slaves → story just few → hundreds HT led → freedom

(Summary of your story/essay OR historical fact about HT along with what she did in your story/essay)

Box E-1

Sample Closing Paragraph

Yes, Harriet Tubman definitely displayed the character quality of courage when she helped her fellow slaves find freedom. Nelson Mandela once declared, "I learned that courage was not the absence of fear, but the triumph over it." Courage comes in two types: physical and moral. In the story, Harriet Tubman showed physical courage. She was not afraid of the consequences of helping escaped slaves. In fact, the slaves in this story were just a few of the hundreds Harriet Tubman led to freedom.

Box E-2

<> **E-2.** Create notes for your Closing Paragraph following these steps:

- (1) Fill in the blanks and add notes to each sentence line as needed.
- (2) Add more information for your Closing Paragraph in the middle, if desired, but be sure you start your closing paragraph and end your closing paragraph with the notes given.

Closing Paragraph Notes:

•**Opening Sentence:** Yes, Harriet Tubman definitely displayed the character quality of _____ when she helped her fellow slaves find freedom.
(Name your quality from Opening Paragraph.)

•**Support Sentence:** _____

(Another definition of this quality—not the same as your Opening Paragraph definition)

•**Support Sentence:** _____

(One sentence detail from an encyclopedia or online source)

•**Support Sentence:** _____

(Sentence detailing how HT showed this quality in some step of this story/essay)

•**Support Sentence:** _____

(Optional: Continuation of how she showed this quality and/or hindrances and how she overcame them to demonstrate this quality)

•**Closing Sentence:** _____

(Summary of your story/essay OR historical fact about HT along with what she did in your story/essay)

<> E-3. On the lines provided or on your computer, write your Closing Paragraph from the notes you created.

Closing Paragraph

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson F. Using a Coordinating Conjunction to Create a Compound Sentence (CS, cc CS)

This lesson will detail how to create Compound Sentences in your writing.

All Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. ***If you have already done this, you should still “code” the CC check box(es) and the CS, cc CS in your paper as directed by your teacher.***

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods. (CS , cc CS)
- It steps into the trap, **for** the trap was hidden from view. (CS , cc CS)

Key A “comma cc” in the middle of two complete sentences (CS) is one way of creating a compound sentence—two sentences joined together as one—CS , cc CS. When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence “comma coordinating conjunction” Complete Sentence).

Using a coordinating conjunction (cc) is one of the simplest ways to add information to a sentence. In LAL books, we **also call coordinating conjunctions FANBOYS, which is an acronym for the seven coordinating conjunctions:**

For
And
Nor
But
Or
Yet
So

The most common of the FANBOYS by far is the word *and*. Even though using the word *and* is something most writers have done for years, there can still be some confusion over whether to include a comma before the cc. You can actually use coordinating conjunctions to add two types of information to a sentence.

The first is to combine two complete sentences into one.

It rained for days, and she loved it.

Notice how in this example each side of the cc contains a complete sentence (subject, verb, and sentence makes sense). You could easily put a period after days, capitalize she, and have two separate sentences. But you will often want to write longer sentences.

When you use a cc to combine two complete sentences into one, you need to have a comma after the first half of the sentence (before the cc). In this example, the comma went after the word *days*.

It rained for days, and she loved it.

In addition, you can use a coordinating conjunction to add a phrase, or incomplete sentence, to a base sentence. Take a look at the following examples.

It rained for days and refused to stop.

The bus veered right but steadied itself.

The chimpanzee and orangutan got in a heated argument between the bars of the cage.

Read the examples carefully. Now, in the first example, cover the words *and refused to stop* with your hand. What you have left is a complete sentence. Now cover *It rained for days and*. What is left is not a complete sentence (*refused to stop*) since it doesn't contain a subject.

Do the same thing with the other examples. Notice how each one doesn't contain two complete sentences combined into one.

As you may have noticed from the examples, when you are adding a phrase to a base sentence using a cc, you do not put a comma before the cc. However, when you are combining two complete sentences, you do add the comma.

Note: The exception to this rule is when you have a list of three or more items.

He picked up milk, eggs, and bread at the store.

Here you have a comma in front of the word *and* because you use commas to separate items in a list.

<> **F-1.** On the lines provided, write ten sentences using a comma--cc to combine two complete sentences into one. Example: *Harriet Tubman led the people, and she helped many.*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

<> **F-2.** On the lines provided, write ten sentences in which you use a cc (without a comma) to add a phrase to a complete sentence. Example: *Harriet Tubman led the people and she helped many.*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Lesson G. Final Copy Five Paragraph Essay

<> **G.** Follow the steps below to write a complete essay (whole train!) by combining the paragraphs you wrote.

1. Edit all five of your paragraphs with your teacher.
2. Write your Opening Paragraph in your notebook in your neatest handwriting. Be sure to indent this paragraph (or key your entire final on the computer).
3. Read your Opening Paragraph, then read the first paragraph of the body that you wrote.
 - a. Be sure that you like the way you go from your Opening Paragraph into the body of your essay.
 - b. If you need a transition sentence in order for your essay to sound smooth, indent your second paragraph, write your transition, then write the rest of your paragraph.
4. Write your body paragraphs.