**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Animal Farm* Writing CSA - Information Packet**

Included in this packet:

* Page 2-3: Student Information (Writing CSA Instructions)
* Page 4-5: Themes and Characters worksheet
* Page 6-7: *Animal Farm* CFA (Steps 1-6)
* Page 8-11: Rough Draft
* Page 12: “How to Format Your Paper 101” (Instructions)
* Page 13: “How to Submit Your Paper 101” (Instructions)
* Page 14: District Grading Rubric

From this packet, the following will be submitted for a grade:

\_\_\_\_\_\_\_\_\_\_\_\_ *Animal Farm* CFA (p.4-5)
 Worth 20 pts (formative)

\_\_\_\_\_\_\_\_\_\_\_\_ Rough Draft (p.6-9)
 Worth 50 pts (formative)

The following must *also* be submitted for a grade:

\_\_\_\_\_\_\_\_\_\_\_\_ Final Paper (submitted to *Turnitin.com*)

 Worth 100 pts (summative)

 \* District score converts 16-pt. rubric into 100-pt. assignment

***Animal Farm* Writing CSA**

**Assignment:** Write a five-paragraph character analysis essay. Choose which character you want to analyze from the novel *Animal Farm.* Once you have chosen a character, decide which three characteristics you want to focus on. Then write your essay using the ANT TIQA IQA RMC model. Each body paragraph should focus on one of the three characteristics. Each body paragraph should have a topic sentence with a limiting idea and transition. The rest of the paragraph should support the topic sentence, using quotes and page numbers. Avoid summary of the book in your body paragraphs; the only summary that might be needed is when you provide context while introducing quotes.

**Grading:** The essay will be graded using the district writing rubric that focuses on the six traits of writing encompassed into four categories.

**Format and Additional Items to Remember:**

* The paper must be typed and have proper MLA formatting—double-spaced, Times New Roman font, 12 point font, a proper heading, 1 inch margins, and no extra line spacing between paragraphs.
* Be sure to avoid all use of the first person (me, I, we, us) and second person (you, your) throughout the entire essay. Remember that this rule does NOT apply within a quote from the story; quotes must be copied exactly.
* You must include a creative title that tells the reader what the essay is about. For example, your paper should not be titled “Animal Farm.” Not only does this lack creativity, but you are not writing about *Animal Farm*; you are writing about one of the characters.
* When writing about literature, make sure you keep the essay in present tense.

**Paragraph 1 – Introduction**

When writing your introduction, remember to follow ANT:

Attention-getter – Two of the most common attention-getters are rhetorical questions or powerful quotes. While there is nothing wrong with either of these, I challenge you to try something different. Be creative! Whatever method you choose, just make sure that your attention-getter is truly relevant to the topic of your essay.

Necessary information – During this portion of your introduction, you must include necessary information about the text, including the author’s full name and the title of the novel. Summarize the major plot points or events of the story, especially those that are relevant to your analysis. For example, if you were analyzing Montresor, the protagonist in “The Cask of Amontillado,” your brief summary in the intro paragraph would concentrate on Montresor and his actions throughout the story.

* Thesis – Your thesis should consist of a topic and limiting ideas. It should never be a question, and it should be the last sentence of your introduction. The thesis should make it clear which character you are concentrating on and what three characteristics you will be analyzing in the body paragraphs. Finally, the thesis should add a phrase that identifies how the characteristics/traits impact the story.

Example thesis statements for a character from “The Cask of Amontillado”:

Fortunado makes himself an easy target because of his\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Montressor accomplishes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , illustrating that he is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Paragraphs 2, 3, & 4 – The Body**

Body paragraphs should follow **TIQA**:

* **T**ransition and Topic Sentence: A transition helps you move smoothly from paragraph to paragraph. A topic sentence has a topic and limiting idea or a focus. Your topic is the character you have chosen. Your limiting idea is a character trait.
* **I**ntroduce the Quote: Before you supply the quote that supports your topic sentence, you need to introduce it. What this means is that you give some context to the quote. If someone is speaking the quote, you should tell the reader who is talking.

Example: When Montressor walks Fortunato through his Palazzo, he tells the reader, “…” (211).

* **Q**uote: Provide a quote that supports the topic sentence.
* **A**nalysis: After the quote, spend at least 2 to 3 sentences discussing how this quote proves this character trait. What does this reveal about the character? How does this character trait impact others in the story or the plot? Avoid plot summer—analysis digs deeper.
* **T**ransition: Use a sentence or a phrase to transition into a second quote for support.

Example: Another time the reader sees Montressor’s intelligence is when he…

* **I**ntroduce the Quote
* **Q**uote
* **A**nalysis

**Paragraph 5—The Conclusion**

The conclusion must bring your essay to an end without the reader wondering if the essay is finished. You must come “full circle” by referring to your thesis and your attention getter. For the final paragraph, be sure to use RMC:

* **R**eword your thesis. (You may want to start the rewording of your thesis with a signal word: *thus, therefore, clearly, as one can see,* or *consequently*.)

* **M**ake a connection and tie all of your points together. Tell the reader the importance of the ideas you’ve been analyzing. You might want to tell your reader what they should learn from the ideas you’ve analyzed in the body paragraphs. What are some larger connections or implications of the character traits you’ve been analyzing? Try to make a larger connection that extends beyond *Animal Farm.*
* **C**lincher. Try to end your paper with a short sentence that reinforces your argument. This last sentence should do one of two things to frame your essay: include some words from your attention-getter or include words from your title. This gives a sense of closure to your paper. Make the final statement of your essay powerful and thought provoking!

AS ALWAYS, PLEASE TRY YOUR BEST!

*Animal Farm* Writing CSA
Step 1: Themes and Characters

The purpose of this paper is to discuss **one** theme that runs throughout the book. To do so, you must pick a theme and match it with **one** character who demonstrates that theme throughout the text. Each theme below has the potential to be matched with 2-4 main characters. Our goal is to start brainstorming which main characters match with each theme ***and why***.

1. Utopias are impossible to maintain
	1. Possible characters who demonstrate this theme:
		1.
		2.
		3.
		4.
2. The abuse of language is instrumental to the abuse of power
	1. Possible characters who demonstrate this theme:
		1.
		2.
		3.
		4.
3. Education can prevent oppression
	1. Possible characters who demonstrate this theme:
		1.
		2.
		3.
		4.
4. Ignorance can cause disastrous results
	1. Possible characters who demonstrate this theme:
		1.
		2.
		3.
		4.
5. Injustice unchallenged will remain unchanged
	1. Possible characters who demonstrate this theme:
		1.
		2.
		3.
		4.
6. Power corrupts, and absolute power corrupts absolutely
	1. Possible characters who demonstrate this theme:
		1.
		2.
		3.
		4.
7. Tyrants use facades to deceive others
	1. Possible characters who demonstrate this theme:
		1.
		2.
		3.
		4.

Step 1: Highlight the message that Orwell was trying to teach us about life from the list below. This “message” is called a **theme**.

* Utopias are impossible to maintain.
* Education can prevent oppression.
* Injustice unchallenged will remain unchanged.
* Absolute power corrupts absolutely.
* Leaders often use facades to deceive others.
* The abuse of language is instrumental to the abuse of power.
* Tyrants use facades to deceive others

Step 2: Circle the **character** who you believe best reveals the theme you chose above.

* Napoleon (Big, Berkshire boar)
* Squealer (Small, fat pig)
* Boxer (Horse)
* Benjamin (Donkey)
* The Sheep
* Snowball (White, lively pig)

Step 3: List 3 character traits, 3 events, ***OR*** a combination of traits and events that the character uses to reveal the theme. These are your **Topics for each Body Paragraph.**

Topic #1 for Body Parg. #1: **Trait or Event** 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic #2 for Body Parg. #2: **Trait or Event** 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic #3 for Body Parg. #3: **Trait or Event** 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step 4: Now combine Steps 1, 2, and 3 above by putting them all into one complete sentence. This is call a **Thesis Statement.**

EX:*(Character)* demonstrates how *(theme)* through *(topic #1)*, *(topic #2)*, and *(topic #3)*.

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Step 5: In the thesis above, underline the theme, circle the character’s name, and label above each trait/event “topic **#1**,” “topic **#2**,” and “topic **#3**.”

Step 6: For each topic of analysis from Step 3, search the novel for textual evidence that supports each trait/event. Just one sentence for each piece of evidence is fine. *Include the author’s last name followed by the page number inside the parentheses* EX: (Orwell 22).

A quote that proves **Topic #1**: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Another quote that proves **Topic #1**: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A quote that proves **Topic #2**: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Another quote that proves **Topic #2**: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A quote that proves **Topic #3**: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Another quote that proves **Topic #3**: “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*English 9 2017*

Theme/Character Analysis Rough Draft

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_ Essay: \_\_\_*Animal Farm* Writing CSA\_\_\_

 Introduction

**Attention Getter**- Hook the reader’s attention without being too specific. (No contractions or personal pronouns!)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Necessary Information** –Transition and explain how the hook relates to the story. (No mention of char., or title!)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* Connect that sent. to the novel by applying it to a character in AF by the author. (Capitalize & underline title!)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 - Explain how the hook relates to the character specifically (Provide background about the char.).

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Thesis** (Transition into stating a Character + contributes to the Theme + through Three Personality Traits).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Conclusion (Reverse Introduction)

 **Restate Thesis** (Use different words but keep the personality traits in the same order listed in the Thesis).

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**Summarize Analyses** –Transition into summing up what was proven in the analyses of the body paragraphs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Clincher** –Transition into giving the essay closure. (Leave the reader with a big idea that refers back to the hook)

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Body Parg. #1 = 1st Character Trait Revealing the Theme

Topic Sentence: **T.** (State how the first character trait reveals the theme mentioned in thesis) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Transition from Topic and Introduce Quote: **I** (Start with a trans. phrase & set up 1st quote showing that trait)

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Textual Evidence from the Novel: **“Q”** (One quote or part of a quote that shows the theme and cite it)

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Analysis that Supports the Topic: **A** (Explain ***how*** THIS quote reveals the theme above.)

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Transition to the Next IQA That Supports the Topic: **T.** (Use a transitional sentence here to get to the next IQA!)

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Transition from Topic and Introduce Quote: **I** (Start with a trans. phrase & set up 2nd quote showing that trait)

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Textual Evidence from the Novel: **“Q”** (One quote or part of a quote that shows the theme and cite it)

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Analysis that Supports the Topic: **A** (Explain ***how*** THIS quote reveals the theme above)

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**Explain WHY** both quotes are evidence that support the theme. This gives closure to the paragraph

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Body Parg. #2 = 2nd Character Trait Revealing the Theme

Topic Sentence: **T.** (Transition and state how the 2nd character trait also reveals the theme mentioned in thesis) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Transition from Topic and Introduce Quote: **I** (Start with a trans. phrase & set up 1st quote showing that trait)

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Textual Evidence from the Novel: **“Q”** (One quote or part of a quote that shows the theme and cite it)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Analysis that Supports the Topic: **A** (Explain ***how*** THIS quote reveals the theme above)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Transition to the Next IQA That Supports the Topic: **T.** (Use a transitional sentence here to get to the next IQA!)

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Transition from Topic and Introduce Quote: **I** (Start with a trans. phrase & set up 2nd quote showing that trait)

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Textual Evidence from the Novel: **“Q”** (One quote or part of a quote that shows the theme and cite it)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Analysis that Supports the Topic: **A** (Explain ***how*** THIS quote reveals the theme above)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Explain WHY** both quotes are evidence that support the theme. This gives closure to the paragraph

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Body Parg. #3 = 3rd Character Trait Revealing the Theme

Topic Sentence: **T.** (Transition and state how the 3rd character trait also reveals the theme mentioned in thesis) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Transition from Topic and Introduce Quote: **I** (Start with a trans. phrase & set up 1st quote showing that trait)

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Textual Evidence from the Novel: **“Q”** (One quote or part of a quote that shows the theme and cite it)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Analysis that Supports the Topic: **A** (Explain ***how*** THIS quote reveals the theme above)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Transition to the Next IQA That Supports the Topic: **T.** (Use a transitional sentence here to get to the next IQA!)

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Transition from Topic and Introduce Quote: **I** (Start with a trans. phrase & set up 2nd quote showing that trait)

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Textual Evidence from the Novel: **“Q”** (One quote or part of a quote that shows the theme and cite it)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Analysis that Supports the Topic: **A** (Explain ***how*** THIS quote reveals the theme above)

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Explain WHY** both quotes are evidence that support the theme. This gives closure to the paragraph

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**“How To Format Your Paper 101”**

**Instructions**

1. Spacing: Double-spaced



1. Times New Roman & 12-pt font.



1. 1-inch margins



Layout

1. Be sure to avoid all use of the first person (me, I, we, us) and second person (you, your) throughout the entire essay.
	* **This rule does not apply to quotes from the text!**
2. Have a Creative Title!!! Any title such as “Animal Farm/Character Essay” will result in a deduction of points.

TurnItIn.com Instructions
Creating Account & Submitting Paper

**Remember – you created an account last semester for your *To Kill A Mockingbird* papers!**

If you do remember your username/password:

* Try to reset it, or,
* Create a new one (No, I do not have this information for you!)

**To Create an Account**

1. Go to [www.turnitin.com](http://www.turnitin.com)
2. Click "Create Account" in top right corner
3. Go to the **bottom** of the page ("Create a New Account") and click "Student"
4. Enter the Class ID from your teacher:
5. Enter the Class Enrollment Password from your teacher:
6. Enter your name, school e-mail address (*studentID@paplv.org*), and password with confirmations
7. Click "I Agree--Create Profile"

**To Submit a Paper**

* 1. Click on Class Name: “English – Period #”
	2. Click “Submit”
	3. Enter your First and Last Name
	4. Enter the title of your paper
	5. Click on “Choose from computer”
	6. Find your file *on your PC/Desktop*
	7. Click on “Upload”
	8. *Wait until file is done processing!!*
	9. Click “Confirm” once file has uploaded
	10. Click “Return to assignment list”
	11. Logout of Turnitin.com
	12. *Hand in your packets to Ms. Albertson or Ms. Fjeld*

**Congratulations!**

**You are done!!**