

⇒ A-1. Read the sample “elephants” essay provided for you to see what a complete Five Paragraph Informative Essay (with each paragraph of the body about a different topic--three different aspects) looks like.

With Opening Paragraph
and Closing Paragraph

A Mammal of Many Talents [Sample Expository Essay]

1-3-1 Essay
Five Paragraphs

A group of blind men hobbled up to an elephant a merchant had brought into town. The first blind man reached forward and grabbed the animal’s trunk. “The new animal is like a snake!” he exclaimed.

The second blind man then reached forward and seized the elephant’s ear. “No, it’s not. It’s like a fan,” he retorted.

A third blind man stuck his arm out, but to see how he fared, you’ll have to wait until the end of this essay. However, besides this tale, three other famous stories that include elephants are Rudyard Kipling’s “The Elephant’s Child” (in the story collection *Just So Stories*), Disney’s *Dumbo*, and Dr. Seuss’s *Horton Hears A Who!*.

The first story, “The Elephant’s Child,” focuses on the elephant’s unique and useful trunk. This story cleverly explains how the elephant obtained this wonderful nose. Kipling tells of a curious young elephant who wanted to know what crocodiles eat for supper. When he reaches the river, a crocodile bites his nose. In his struggle to escape, the elephant’s nose stretches out until it turns into a trunk. At first, the elephant is sad, but then he discovers uses for his trunk. Soon, he cannot imagine not having a trunk to use for eating, bathing, and swatting flies.

The second tale, Disney’s *Dumbo*, portrays an elephant who uses his special abilities to gain acceptance and fame. Dumbo is a tiny elephant with huge ears. Because he is part of a circus, he has to perform. However, he trips over his ears and accidentally collapses a pyramid of elephants. The angry circus master then begins forcing him to entertain audiences by painfully falling into a pit of mud. Dumbo runs away from this torment, and a bird teaches him how to use his massive ears to fly. Dumbo then displays his amazing talent at the circus. The audiences love his performance, and he grows extremely famous.

The final story, Dr. Seuss’s *Horton Hears A Who!*, displays the kindness and perseverance of an elephant named Horton. Horton discovers a flower with whos (tiny people) on it and decides to protect these creatures. The other animals cannot see or hear the whos, so they mock Horton. A group of monkeys steals the flower and drops it in a huge field of clover. Horton only finds it again after a long search. The animals then tie Horton up and threaten to burn the flower in oil. The whos start yelling as loud as they can, and soon everyone can hear their voices. So, the animals stop harassing Horton and start helping him instead.

When the third blind man placed his arm on the elephant, he touched its leg. “Actually, it’s like a tree,” he declared.

Then, the fourth blind man grabbed the elephant’s tusk. “You are all wrong,” he announced. “It’s like a spear.”

Box A-1 & C-3 (continued on next page)

Of course, the elephant was all of these at once, but it is such a unique animal that it's hard to describe. It's also a fascinating creature to write a story about. Not only is this elephant tale famous, but three other stories about this animal are also famous. Rudyard Kipling's "The Elephant's Child," Disney's *Dumbo*, and Dr. Seuss's *Horton Hears A Who!* all include elephants as a key element of their tale.

<> **A-2.** Choose an "aspect" of elephants (from the Overview Box or of your own design) and write the aspect and the three parts of it (for your 3 paragraphs) on the lines provided.

Aspect: _____

Three Parts: _____:

1. _____
2. _____
3. _____

<> **A-3.** Brainstorm about your aspects in the Brainstorming Box provided.

- (1) Just jot down anything you can think of about your aspect of elephants.
- (2) Write down ideas whether those thoughts are clear, make sense, etc., at this point.
- (3) Do not be concerned about whether you will use them or not; just write as much as you can think of.
- (4) In this step, you may just pull from your ideas--or you may choose to research and gather information for the Brainstorming Box. If you decide to research during the initial brainstorming step, skip over to assignment A-4. Research and Study Skills and follow those instructions.

Brainstorming Box for Your Potential Elephant Aspect Paragraphs

Paragraph A of Body

Paragraph B of Body

Paragraph C of Body

(first part of aspect)

(second part of aspect)

(third part of aspect)

Brainstorming Box A-3

↔ **A-4.** Look up information on each of your parts of your chosen elephant aspect in a book, encyclopedia, or online source, and jot down more notes in the Brainstorming Box from Assignment A-3.

Lesson B. Research and Study Skills: Research for Original Informative Essay/Design Working Thesis Statement

A Thesis Statement is a statement declaring what your entire paper is going to be about. This is similar to when you learned how to write the opening sentence of a paragraph—a sentence that tells what your entire paragraph is about.

However, in the case of a **Thesis Statement**, you will not just write what one paragraph is about—but **you will write what the entire essay is going to be about.**

For instance, if you were writing an opening sentence for a paragraph about the story of Dumbo, you might say *The second tale, Disney's Dumbo, portrays an elephant who uses his special abilities to gain acceptance and fame .*

However, **you can not use that sentence for the Thesis Statement of your entire essay because it only tells what the one paragraph is about**—the paragraph about Disney's *Dumbo*. **The Thesis Statement must tell what the entire essay is about.**

For example, *Three famous stories that include elephants are Rudyard Kipling's "The Elephant's Child" (in the story collection Just So Stories), Disney's Dumbo, and Dr. Seuss's Horton Hears A Who!.*

<> **B.** Now that you have thought about your cities and possibly researched them, you are probably ready to write a "Working" Thesis Statement about your category of cities. Consider these tips when you design your Thesis Statement:

- (1) Write one sentence that tells the reader what your essay is about.
- (2) Be sure it includes **all aspects** of your essay.
- (3) Tell your reader what you plan to include in your essay (to a small extent, if desired).
- (4) Do not say, *In this essay, you will learn about....or In this essay, I will tell you about...*
- (5) Include your cities in your Thesis Statement in **the same order** that they will appear in the body of your essay.

Sample "Working" Thesis Statement

Three famous stories that include elephants are Rudyard Kipling's "The Elephant's Child (in the story collection Just So Stories), Disney's Dumbo, Dr. Seuss's Horton Hears A Who!.

Sample Box B

My “Working” Thesis Statement for this essay: _____

Box B

Note: If you do not feel prepared to write your “Working” Thesis Statement at this time, you may skip this assignment and come back to it after you complete your outlining.

Note: The “Thesis Statement” above is a “Working” Thesis Statement. You will tweak it later when you write your Opening Paragraph so that it fits well with the type of Opening Paragraph you write.

Lesson C. Write On: Transitions

While your Opening Paragraph--namely your “Thesis Statement”--will introduce the topic of your essay, you still need to remind the reader of the topic of your essay in each paragraph via transition sentences--or LINKS.

This lesson will focus on the Topic Sentence of a paragraph. If you have written one paragraph reports and essays in CI books, you have probably already learned about the Topic Sentence. If not, you may have learned from other sources about this---but maybe that source called it something else. Maybe your previous English book called this sentence the Opening Sentence.

The Topic Sentence is the sentence in a paragraph that tells that paragraph’s topic. That is, it tells what the **entire paragraph is going to be about**. Even though you are writing three P’soB this week, you still need a point in each paragraph that tells the reader, “Hey, this paragraph is about ____!” (Without saying that though!).

The Topic Sentence is **often found in the first two sentences of a paragraph**. This is why some programs call it the Opening Sentence.

As a matter of fact, to help you in future standardized testing situations, remember that 80% of the time the Topic Sentence is found within the first two sentences of a paragraph. Thus, when the test question asks you to “find the main idea” of the paragraph, you should look in the first two sentences of a paragraph first!

You should consider the Topic Sentence of each paragraph to be the “LINK” that links that paragraph’s topic to the entire paragraph. This Topic Sentence will **sometimes be called the Transition Sentence** in longer and more detailed essays in the future. Regardless of what it is called, this is an extremely important sentence in your paragraph--**as linking each paragraph with the whole essay is crucial for helping readers to enjoy and understand your essay.**

LINK

Regardless of what you call it, every paragraph needs a **LINK**--a sentence that LINKS that paragraph to the entire essay:

- **Topic Sentence** of a Paragraph--is a **LINK**
- **Opening Sentence** of a Paragraph--is a **LINK**
- **Transition Sentence** of a Paragraph--is a **LINK**

<> **C-1.** In the sample essay provided, highlight the following sentences in PoB-A, B, and C (second, third, and fourth paragraphs).

- The first story, "The Elephant's Child," focuses in the elephant's unique and useful trunk.*
- The second tale, Disney's Dumbo, portrays an elephant who uses his special abilities to gain acceptance and fame.*
- The third tale, Dr. Seuss's Horton Hears A Who! displays the kindness and perseverance of an elephant named Horton.*

Each of these sentences is a transition sentence that links that paragraph with the topic of the essay (the "thesis").

This is sometimes called **sign posting**--telling your reader where you've been, where you are, and where you are headed in your essay.

In order to write these transition/LINK sentences, you will want to use transition words or statements.

<> **C-2.** Study the Transition Words and Phrases provided in the box.

<> **C-3.** In the Sample Essay provided, highlight six transition types of words or phrases, excluding the word *and*. (If you need help with this, use the Transition Words and Phrases box.) Remember, transition words and phrases may fall anywhere in a paragraph. They are used to LINK and transition, but they are also used to introduce examples, to compare, to contrast, and more within a paragraph.

Transition Words and Phrases

For transition sentences, you will often use transition words. Consider the following words and phrases for introducing continuing paragraphs--as well as for showing chronology, comparisons, contrasts, cause/effect, and more in sentences **within** a paragraph.

To Show Addition or More

- and
- than
- equally important
- last
- next
- consequently
- thus
- in addition to
- too
- first
- finally
- likewise
- in the same way
- therefore
- furthermore
- also
- second, etc.,
- not only-but also
- similarly
- for example
- otherwise
- moreover
- both-and
- again
- as well as
- in fact
- for instance
- besides
- another
- further
- in the second place
- as a result
- however

To Introduce an Illustration or Example

- thus
- in other words
- for example
- in particular
- for instance
- specifically
- namely
- such as
- to illustrate

To Contrast

- on the contrary
- nevertheless
- on the other hand
- at the same time
- contrarily
- in spite of
- rather
- while this may be true
- notwithstanding
- in contrast
- or
- but
- yet
- nor
- however
- on one hand
- conversely

To Compare or Show Similarities

- similarly
- likewise
- in like fashion
- in like manner
- analogous to

To Emphasize

- above all
- surely
- also
- indeed
- in fact
- furthermore
- truly
- in truth
- in addition
- of course
- again
- certainly
- besides

To Give Suggestions or Challenges

- for this purpose
- therefore
- to this end
- with this in mind
- with this purpose in mind

To Show the Results of or Consequences of Something

- so that
- accordingly
- since
- with the result that
- for this reason
- due to
- thus
- therefore
- as a result
- consequently
- so
- in other words
- hence
- because
- then

Box for C-2 & C-3

Lesson D. Study Skills and Prewriting: Outline Original Paragraphs

<> D. Outline each paragraph of your three elephant aspect essay on the outlining lines provided, following these tips:

- (1) **Review your Brainstorming Box and add to it** as you think of more ideas (from Box A-3).
- (2) **“Work” in your Brainstorming Box** by doing the following:
 - a. **Review it** and add to it as you think of more ideas.
 - b. **Mark through anything you do not want** to include in your essay.
 - c. **Number the information you have in the order that you think you would like to include each** in your paragraph.
- (3) **Outline your essay one paragraph at a time** in a Sentence-by-Sentence (S-by-S) manner. You may use complete sentences, statements, or key words for each sentence.
- (4) You may or may not use all of the outlining lines provided.
- (5) **Somewhere in your first sentence or two, you need to transition into your paragraph**--a sentence or two that does all of the following:
 - a. Transitions **from the previous paragraph into this one**
 - b. **Introduces the next aspect**
 - c. **“Links” that city with the thesis.** This is why the first two outlining lines for each paragraph have the words LINK Sentence provided--to remind you to include that LINK/transition.

All--Paragraph A of Body

Topic of Paragraph A _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph B of Body

Topic of Paragraph B _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph C of Body

Topic of Paragraph C _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

+ Eighty percent of the time the paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph.

Lesson E. Composition: Writing Original Informative Essay

<> E. Follow these steps to write your essay.

- (1) **Read your original "Working" Thesis Statement** to remind you of what your entire essay needs to be about. (If, after researching and outlining, you do not feel that your Thesis Statement is representative of your topic, feel free to tweak it.)
- (2) **Read the topic of your first paragraph** of the body **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph that you desire**—or mark through things that you do not want or re-number the sentence lines if you want your information in a different order.

Note About Thesis Statement: You will be writing an Opening Paragraph later. You do not need to include the Thesis Statement in your essay yet. You will tweak the "Working" Thesis Statement you wrote earlier and include it in the Opening Paragraph of your essay (at the time of that writing). For now, you will just write the three paragraphs of the Body (P'soB) of your essay--as though the thesis or the LINK (the "theme" of your character qualities) has already been introduced in your Opening Paragraph.

- (4) **Write the first paragraph of the body** of your essay (PoB-A) in your notebook or key it on the computer.
- (5) Be sure to **double space** (if keying) or **write on every other line** if writing by hand.
- (6) **Continue the steps above** for the rest of the essay.

Note: Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the "formal" third person. Use the words *people*, *others*, *individuals*, etc. not *I* or *you*.