



What is an

ESSAY?

An **essay** is a genre of writing that discusses, explains, describes, or analyzes a particular topic. There are several different kinds of

essays. **Narrative** essays tell a story. **Argumentative** essays share a person's point of view and beliefs about something. An **explanatory or expository** essay explains a particular topic with facts and objective language. A **compare/contrast essay** explores the differences and similarities between things, people, places, etc. **Cause and effect** essays aim to explain why or how something happened, and what resulted from the event. **Descriptive essays** provide explicit details about how something looks, feels, tastes, smells, makes one feel, or sounds.

Essay (General): <https://www.youtube.com/watch?v=UuOWNNvupik>

Essay (AP): https://www.youtube.com/watch?v=ApXpf_Op43U

Informative/Explanatory Writing

(Mr. S.) <https://www.youtube.com/watch?v=o22BiMAMKPA>

(Ms. Dorismond) <https://www.youtube.com/watch?v=PtMOZF8EuvU>

The Elements of Informative/Explanatory Texts

Informative and explanatory texts should rely on facts to inform or explain.

Informative writing serves several purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. It should also feature a clear introduction, body, and conclusion.

Elements of Informative/Explanatory Texts

Informative/explanatory texts present facts, details, data, and other kinds of evidence to give information about a topic. Readers turn to informational and explanatory texts when they wish to learn about a specific idea, concept, or subject area, or if they want to learn how to do something.

An effective informative/explanatory text contains these elements:

A topic sentence or thesis statement that introduces the concept or subject

Relevant facts, examples, and details that expand upon a topic

Definitions, quotations, and/or graphics that support the information given

A structure that presents information in a direct, clear manner

Clear transitions that link sections of the essay



Precise words and technical vocabulary where appropriate

Formal and objective language and tone (Do not use the pronoun, “I”.)

A conclusion that supports the information given and provides fresh insights

The following are possible titles of informative texts

The Impact of Social Media on Teens

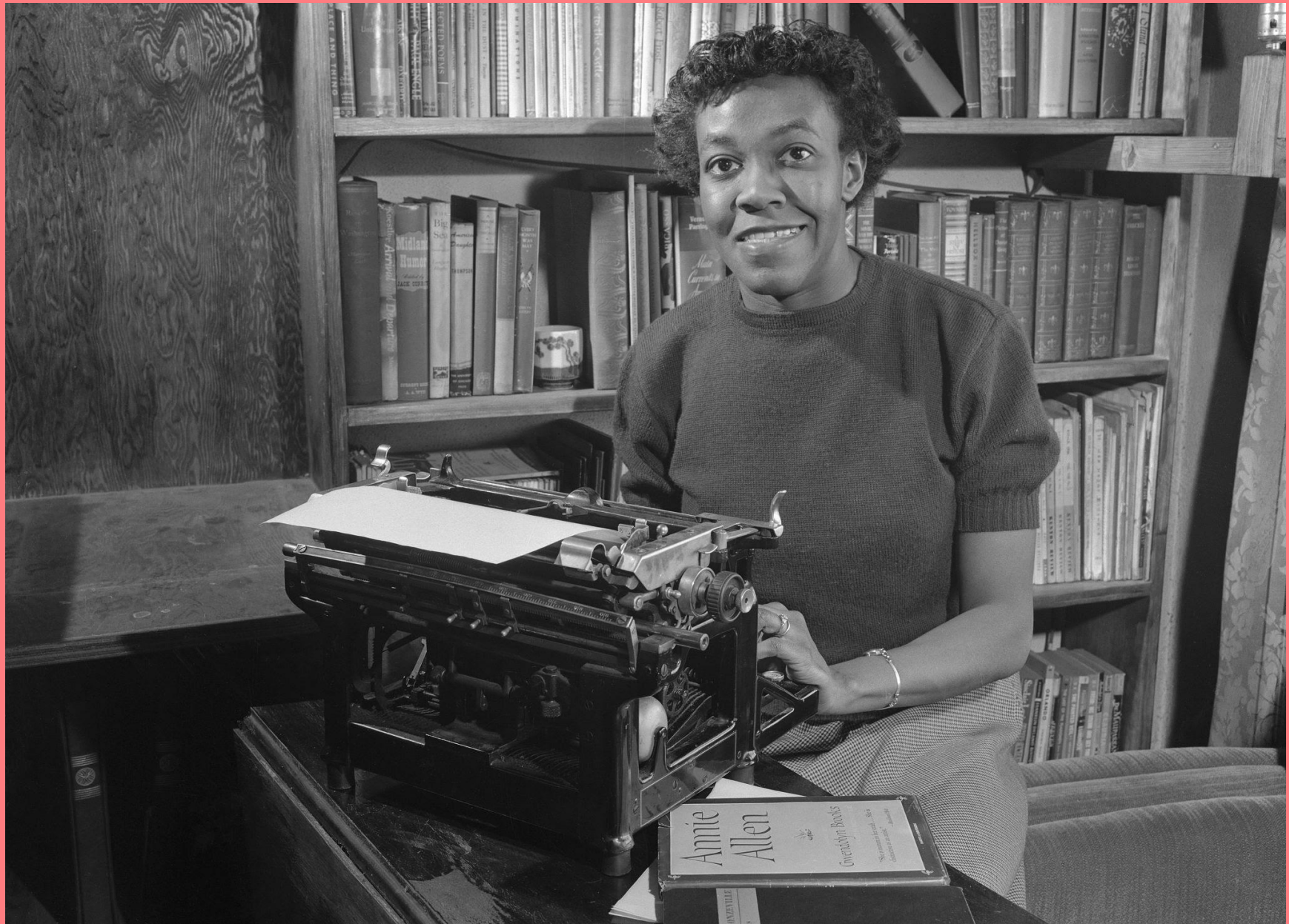
The Dangers of GMOs (Genetically Modified Organisms)

The Role of Technology on Education

Is the Use of AI Ethical?

The Causes and Effects of Climate Change

How Sleep Deprivation Affects the Brain



***Informational Essay structure:**

<https://www.youtube.com/watch?v=nUq2SG3ZuyQ>

Paragraph 1:

Hook/Opening statement (interesting fact, quote, rhetorical question, definition, anecdote, antithesis)

Background information (relates to the topic)

Thesis statement (3 points you will discuss in the essay)

Sample thesis statements:

- A. Based on research, scientists believe that solar, hydro, and wind are renewable energy sources that can deter global warming.
- B. Scholarships, grants, and loans are viable ways students can help pay for a college education.
- C. The rise of the Roman Empire had a lasting impact on the development of law, language, and culture in Europe.
- D. A typical college student spends time studying, attending class, and socializing with peers.

Paragraph 2:

Topic sentence (state point 1)

Supporting detail, examples, evidence from text, commentary

Supporting detail, examples, evidence from text, commentary

Closing sentence

Paragraph 3:

Topic sentence (state point 2)

Supporting detail, examples, evidence from text, commentary

Supporting detail, examples, evidence from text, commentary

Closing sentence

Paragraph 4:

Topic sentence (state point 3)

Supporting detail, examples, evidence from text, commentary

Supporting detail, examples, evidence from text, commentary

Closing sentence



Paragraph 5: Conclusion

Summary of main points

Restate the thesis statement in another way

Writing Paragraphs

A paragraph is a series of sentences that are organized and coherent and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Hamburger paragraph



Parts of a Paragraph

Topic Sentence: This sentence tells the reader the main idea, or what the paragraph will be about.

Supporting Sentence One: This sentence gives specific details relating to the main idea.

Supporting Sentence Two: This sentence gives another specific detail relating to the main idea.

Supporting Sentence Three: This sentence gives more specific details relating to the main idea.

Concluding Sentence: This sentence refers to the topic sentence and sums up the main idea of the paragraph.

Parts of a paragraph

Introduction: the first section of a paragraph should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

Body: follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

Conclusion: the final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

Sample paragraph

Electric cars are the future in the auto industry. As climate change gets worse, governments are going to start limiting the number of gasoline cars being built. The cost of gas will continue to rise, which will make it harder for people to afford gas-powered vehicles. As battery technology advances, electric cars will cost less to buy as well as be able to travel farther on a single charge. Eventually, electric cars will replace most gas-powered cars.

Topic sentence

Supporting details

Concluding sentence

Let's get some practice!

Read each paragraph. Answer the question that follows.

_____. Fruit is delicious. Apples, oranges and bananas are common fruits that can grow in the United States. They contain essential vitamins and

minerals, including vitamin C, vitamin E, and potassium. This is one of the reasons why a person should consume fruit.

1) What is the best topic sentence?

- a. Everyone loves fruit.
- b. Fruit is a delicious food to eat.
- c. Fruit is a healthy and tasty food.

_____ . Many schools require two or more years of foreign language study for graduation. That's because research has shown that students who learn a second language have improved cognitive skills. Additionally, learning other languages helps us communicate with people from other countries. For example, many businesses operate in different parts of the world; this is made possible by proficient bilingual people. Finally, for many people, studying foreign languages is fun! There are many reasons to learn a foreign language.

2) What is the best topic sentence?

- a. In the USA, many students study Spanish language.
- b. It is important to learn foreign languages.

c. In college, people need to know foreign languages.

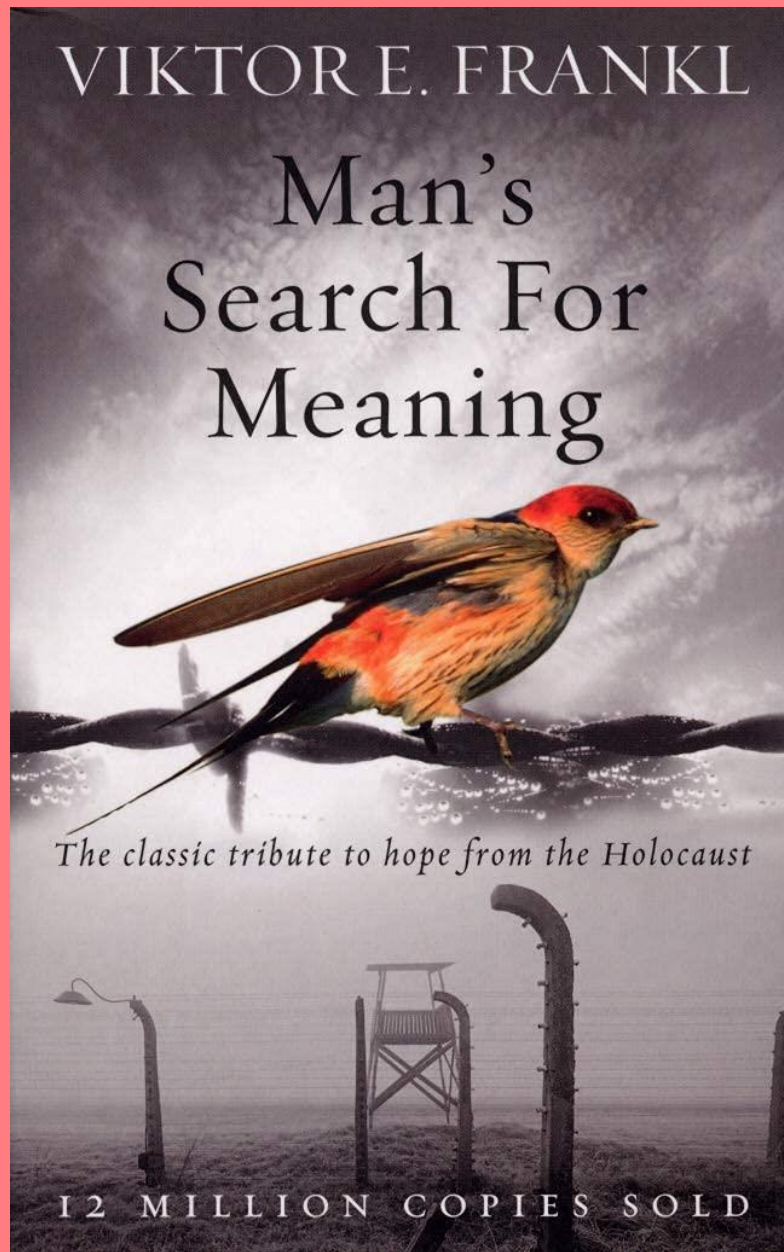
_____ . Children who have a cell phone can call for help in an emergency. Also, they can always communicate with their parents. Finally, cell phones help children stay in contact with friends. For these reasons, when possible, children should have a cell phone.

3) What is the best topic sentence?

a. There are many types of cell phones.

b. Cell phones help children call friends and parents.

c. Having a cell phone can help children in several ways.



Sample of Informative Text

During World War II, the German government, run by Adolf Hitler and the Nazi Party, systematically murdered about 11 million people. This is what is known as a genocide, or the deliberate killing of a large number of people from a particular ethnic group with the aim of destroying that group. The majority of Holocaust victims were Jewish people.

The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by Adolf Hitler and his Nazi regime. *Holocaust* is a word of Greek origin meaning “sacrifice by fire.” The Nazis, who came to power in Germany in January 1933, believed that Germans

were “racially superior” and that the Jews, deemed “inferior,” were an alien threat to the so-called German racial community.

During the era of the Holocaust, German authorities also targeted other groups because of their perceived “racial inferiority”: Roma (Gypsies), the disabled, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals.

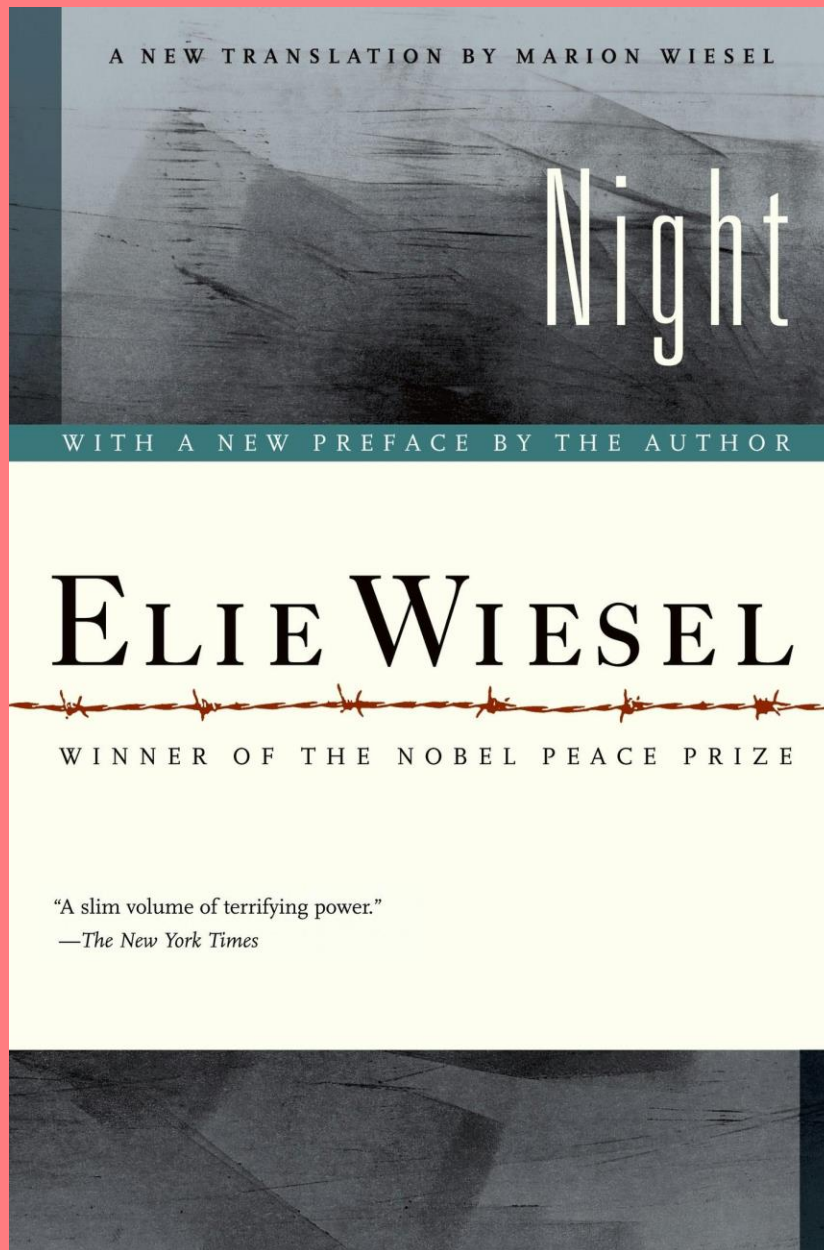
What was the Holocaust?

In 1933, the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during World War II. By 1945, the Germans and their collaborators killed nearly two out of every three European Jews as part of the “Final Solution,” the Nazi policy to murder the Jews of Europe.

Although Jews, whom the Nazis deemed a priority danger to Germany, were the primary victims of Nazi racism, other victims included some 200,000 Roma (Gypsies). At least 200,000 mentally or physically disabled patients, mainly Germans, living in institutional settings, were murdered in the so-called Euthanasia Program.

As Nazi tyranny spread across Europe, the Germans and their collaborators persecuted and murdered millions of other people. Between two and three million Soviet prisoners of war were murdered or died of starvation, disease, neglect, or maltreatment. The Germans targeted the non-Jewish Polish intelligentsia for killing, and deported millions of Polish and Soviet civilians for forced labor in Germany or in occupied Poland, where these individuals worked and often died under deplorable conditions.

From the earliest years of the Nazi regime, German authorities persecuted homosexuals and others whose behavior did not match prescribed social norms. German police officials targeted thousands of political opponents (including Communists, Socialists, and trade unionists) and religious dissidents (such as Jehovah's Witnesses). Many of these individuals died as a result of incarceration and maltreatment.



Administration of the “Final Solution”

In the early years of the Nazi regime, the National Socialist government established concentration camps to detain real and imagined political and ideological opponents. Increasingly in the years before the outbreak of war, SS and police officials incarcerated Jews, Roma, and other victims of ethnic and racial hatred in these camps.

To concentrate and monitor the Jewish population as well as to facilitate later deportation of the Jews, the Germans and their collaborators created ghettos, transit camps, and forced-labor camps in order to keep Jews grouped closely together during the war years. The German authorities also established numerous forced-labor camps, both in the so-called Greater

German Reich and in German-occupied territory, for non-Jews whose labor the Germans sought to exploit.

Following the invasion of the Soviet Union in June 1941, *Einsatzgruppen* (mobile killing units) and, later, militarized battalions of Order Police officials, moved behind German lines to carry out mass-murder operations against Jews, Roma, and Soviet state and Communist Party officials. German SS and police units, supported by units of the Wehrmacht and the Waffen SS, murdered more than a million Jewish men, women, and children, and hundreds of thousands of others.

Between 1941 and 1944, Nazi German authorities deported millions of Jews from Germany, from occupied territories, and from the countries of many of its Axis allies to ghettos and to killing centers, often called extermination camps, where they were murdered in specially developed gassing facilities.

The End of the Holocaust

In the final months of the war, SS guards moved camp inmates by train or on forced marches, often called “death marches,” in an attempt to prevent the Allied liberation of large numbers of prisoners. As Allied forces moved across Europe in a series of offensives against Germany, they began to encounter and liberate concentration camp prisoners, as well as prisoners en route by forced march from one camp to

another. The marches continued until May 7, 1945, the day the German armed forces surrendered unconditionally to the Allies.

For the western Allies, World War II officially ended in Europe on the next day, May 8, while Soviet forces announced their “Victory Day” on May 9, 1945.

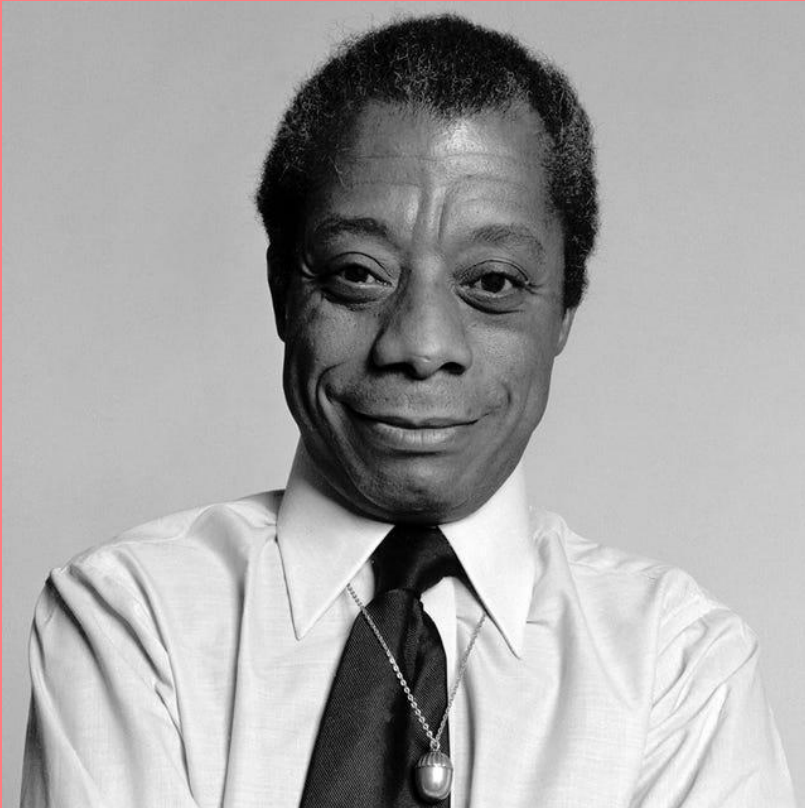
In the aftermath of the Holocaust, many of the survivors found shelter in displaced persons (DP) camps administered by the Allied powers. Between 1948 and 1951, almost 700,000 Jews emigrated to Israel, including 136,000 Jewish displaced persons from Europe. Other Jewish DPs emigrated to the United States and other nations. The last DP camp closed in 1957.

The crimes committed during the Holocaust devastated most European Jewish communities and eliminated hundreds of Jewish communities in occupied eastern Europe entirely.



A **RAISIN**
IN
THE **SUN**

**BY LORRAINE
HANSBERRY**



Citing Evidence

(Mr. Messinger) <https://www.youtube.com/watch?v=fyJr3Zv5lvQ>

(Khan Academy) https://www.youtube.com/watch?v=Tq_BoPJsv-4

Transitional Words and Phrases

Transition words, also known as linking or connecting words, are words or phrases that help connect ideas and show the relationship between sentences, paragraphs, or sections of text. They enhance flow and clarity by signaling how ideas relate to one another.

Giving Examples: For example, for instance, such as, to illustrate, for illustration, in this case...

Adding Information: Additionally, also, furthermore, moreover, in addition, besides...

Showing Sequence: First, second, third, next, then, after, subsequently, finally, initially, before, before this, at this time, now, at this point...

Contrasting Ideas: However, on the other hand, in contrast, conversely, nevertheless, nonetheless, yet, although, despite, while...

Showing Results: Therefore, consequently, as a result, thus, hence, so...

Summarizing: In conclusion, in summary, finally, to conclude, overall...

(Video 1) <https://www.youtube.com/watch?v=aTmCWLIA0K8>

Cite Text Evidence

SUPPORT YOUR ANSWER USING A QUOTE FROM THE TEXT

EXAMPLES:

- According to the text...
- The author stated...
- Based on the text...
- The text mentioned that...
- In the second paragraph, it stated that...
- On page ____, the text stated...
- An example from the text is...



Writing Conclusions

Conclusions wrap up what you have been discussing in your paper. After moving from general to specific information in the introduction and body paragraphs, your conclusion should begin pulling back into more general information that restates the main points that you have discussed.

Restate your topic the main point that is significant

Restate your thesis/claim in a different way

(Writing Better) https://www.youtube.com/watch?v=Uu1GSqp_wPo

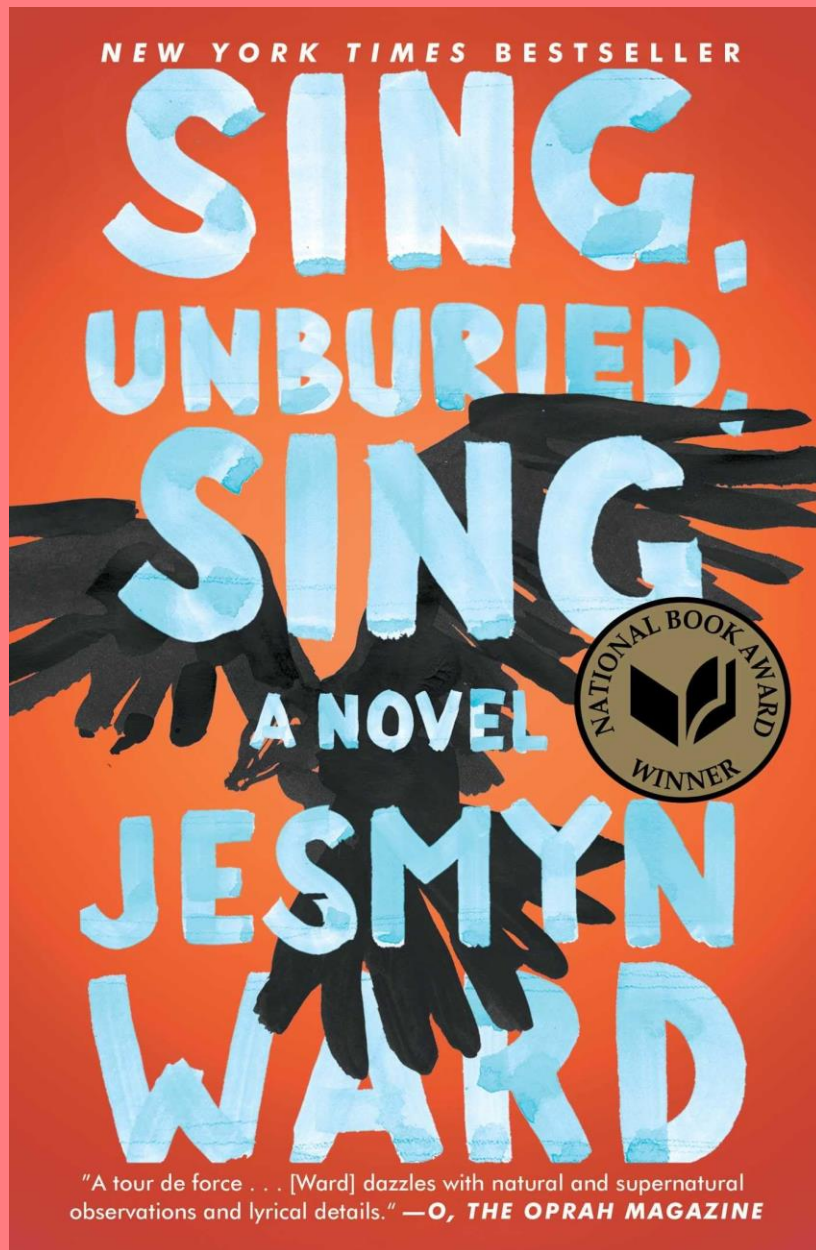
Let's practice!

It is important to study history. History repeats itself, so learning about the past can help us make better decisions in the present. Also, knowing about important historical leaders, wars, and events can help us understand cultures, people, and politics in today's world. Finally, learning about unusual people, places, and events in history is fascinating! _____.



What is the best conclusion sentence?

- a. In summary, history is a popular subject.
- b. This is why everyone loves history.
- c. In conclusion, there are many important reasons people should study history.



Define each term: (1) phrase, (2) clause, and (3) sentence

Kinds of Sentences

Simple

1. The flu is contagious.
2. Despite the availability of numerous over-the-counter drugs, the best remedy for a common cold is still getting rest and staying hydrated.
3. Jalen Hurts and his teammates lift weights every day.
4. Brooklyn and Imani are studying in France next year.
5. As a result of Dr. Kittles' research, people can discover their African genealogy.

Compound

1. Robert studied all night for his physics test; he still failed.
2. Madame Hardy is counting her calories, yet she really wants to have some ice cream and cake.
3. The girl returned the pictures she had taken, for it was the honorable thing to do.
4. The man was fatigued, but he still needed to go to work.
5. Zaria and Reign bought the cake, and they got balloons.

Complex

1. Even though it was late, Kyla continued to practice her free throws.
2. Since Mrs. Washington arrived earlier, she had time to review the school's MAP data.
3. After Madame Hardy ate too much cake and ice cream, she had a debilitating stomachache.
4. "If the path is beautiful, let us not ask where it leads."—Anatole France
5. "If you're always trying to be normal, you will never know how amazing you can be."—Maya Angelou

Compound Complex

1. Because it was snowing, we didn't go to school, and we stayed home.
2. Corey completed his rhetorical analysis project, but he still needs to prepare his Power Point even though he had time in class.
3. After I got home from work, my friends invited me out, and I left my apartment again.
4. Although Dr. Warren prefers watching documentaries, she rented the latest romantic comedy, and she really enjoyed it.
5. Nicole forgot to do her homework, so she completed it during Advisement when she finally remembered.

Pre-writing Tips for Standardized Tests

Brainstorming: Jot down everything: Write down any and all ideas, thoughts, and potential arguments related to your topic, without worrying about organization or structure.

Explore different angles: Consider various perspectives and potential connections to the topic.

Use visual aids: Mind maps or clustering can help organize your thoughts and ideas

Outlining: Create a framework for your writing by organizing your main points and supporting details.

Use a hierarchy: Outline main ideas, subtopics, and supporting evidence to create a clear structure.

List: Make a list of all the evidence, ideas, and details you can use from the passage.

Free-write: Write continuously for a set amount of time, focusing on generating as many ideas as possible without worrying about grammar or structure.

Questioning: Ask "who, what, when, where, why, and how":

Use these questions to explore different aspects of your topic and generate ideas.

Informative Essay Assignment

Let's get some practice. Write five-paragraph informational/explanatory paper that explains how the Nazi regime during WWII hurt people. Use the article we discussed earlier for your evidence. (40 minutes)



