

**STEP 1: QUESTION THE QUESTION**

*This is ALWAYS the first step! Don't be afraid to spend at least five minutes planning your essay!*

1. Underline / highlight key terms
2. Define key terms; find synonyms; brainstorm ideas; outline related examples (including symbols/meta-language, etc)
3. ALWAYS, ALWAYS, ALWAYS consider not only the WHO, WHAT, WHEN and WHERE, but also the HOW and the WHY!!! ;)
4. Re-write the essay question in your own words.

***Essay question:***

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**CONSIDER ALL POSSIBILITIES: Challenge the question!**

YES	NO	DEPENDS
<p><b>First text:</b></p>          <p><i>Why?</i></p>	<p><b>First text:</b></p>          <p><i>Why?</i></p>	<p><b>First text:</b></p>          <p><i>Why?</i></p>
<p><b>Second text:</b></p>          <p><i>Why?</i></p>	<p><b>Second text:</b></p>          <p><i>Why?</i></p>	<p><b>Second text:</b></p>          <p><i>Why?</i></p>

**RE-WRITE THE ESSAY QUESTION IN YOUR OWN WORDS:**

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**STEP 3: DEVELOP YOUR CONTENTION**

*Do you agree / disagree / partly agree with the essay question? Why? (\*Note: if you want to be really thorough, you may want to draw up a T-Chart and brainstorm arguments both 'for' and 'against' the essay topic:*

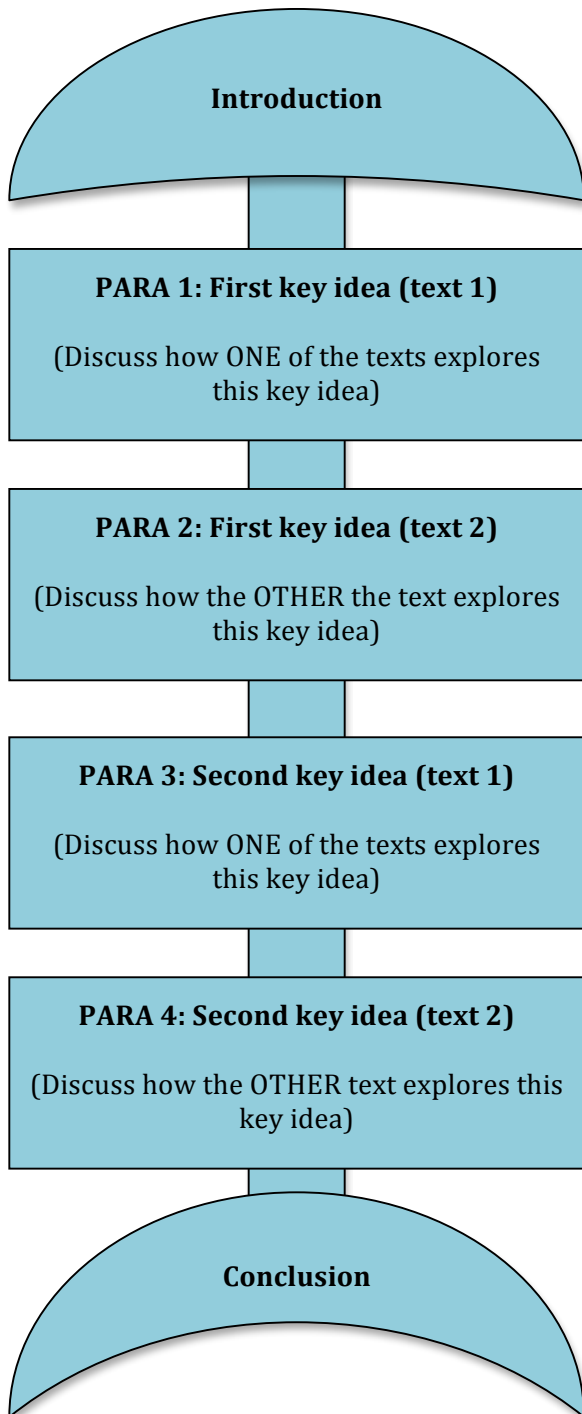
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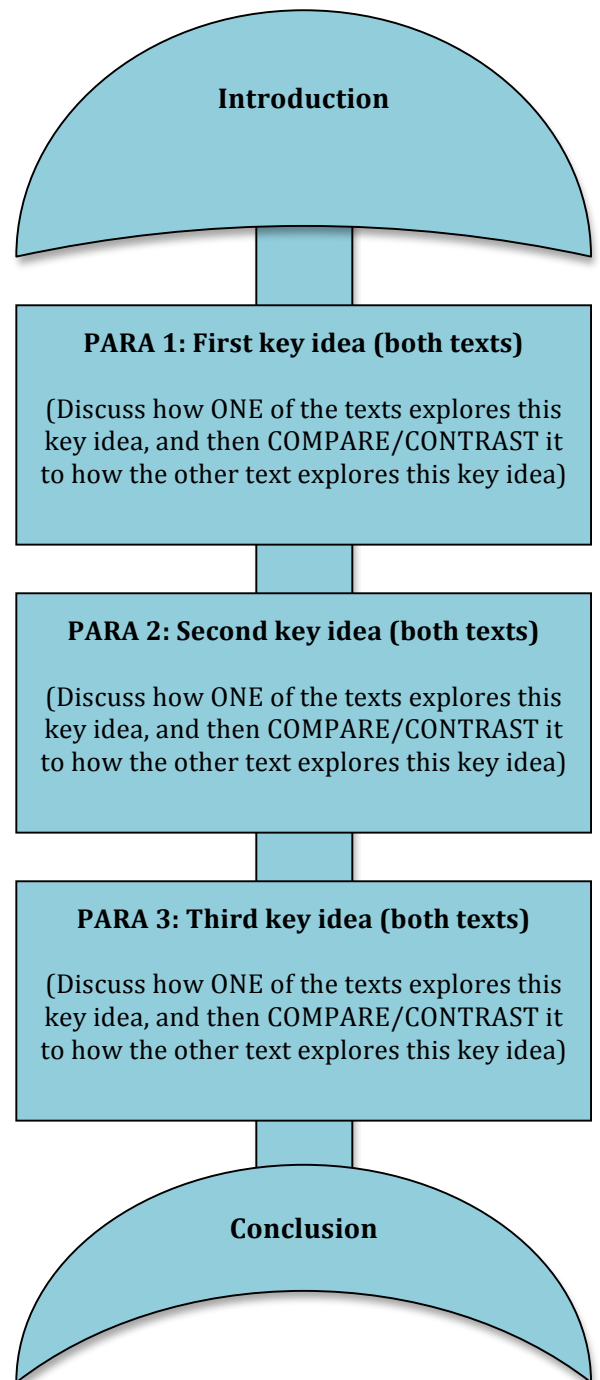
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**STEP 4: WORK OUT HOW YOU WOULD LIKE TO STRUCTURE YOUR PIECE / ORGANISE YOUR KEY IDEAS**

**Option 1: block approach**



**Option 2: integrated approach**



Work out which approach will work best for YOU!!

**STEP 3: ORGANISE YOUR KEY IDEAS; BRAINSTORM RELEVANT EVIDENCE**

	Key Idea 1:	Key Idea 2:	Key Idea 3:	Key Idea 4:
Textual Examples /Evidence:	*	*	*	*
	*	*	*	*
	*	*	*	*
HOW? Associated symbols or motifs:	*	*	*	*
Language/ literary techniques/ tone/style/ structure	*	*	*	*

**STEP 4: DRAFT / WRITE YOUR ESSAY, USING CORRECT ESSAY STRUCTURE (TEEL)**

**Some essay writing rules:**

- Must always use formal language (no “I”, “me” or “you”; no contractions, e.g., write “did not” instead of “didn’t”).
- Each paragraph must look at one key argument / idea.
- Each paragraph must be structured using TEEL

# TEEL

<b><u>T</u>OPIC SENTENCE:</b>	Your topic sentence must state the <b>main argument (or key idea)</b> of your paragraph. It should also link to the essay topic and put forward your argument in some way. Try to make a VIEWS and VALUES statement about the author’s intention... and discuss HOW they are getting this across by using metalanguage
<b><u>E</u>VIDENCE:</b>	You should select at least three pieces of relevant evidence to support your argument. Integrate QUOTES throughout your discussion, and refer to LITERARY TECHNIQUES and TEXT CONSTRUCTION as evidence.
<b><u>E</u>XPLANATION:</b>	Provide an explanation of your evidence. Why is it significant? What is it suggesting to the reader? How is it suggesting this?
<b><u>L</u>INK:</b>	Write a sentence which links your key idea back to your contention, and/or to the next paragraph. MENTION THE AUTHOR’S MESSAGE AGAIN.

Turn your key ideas into strong TOPIC SENTENCES:

KEY IDEA	TOPIC SENTENCE:
1.	
2.	
3.	
4.	

**ESSAY PLANNER**

**INTRODUCTION:**

WHAT YOU NEED TO DO:	EXAMPLE INTRODUCTION 1:	YOUR GO:
<p><b>1. INTRODUCE TEXT AND ESSAY QUESTION:</b></p> <p><b>Introduce the text in your own words. Directly link this statement to the essay topic/re-write the essay topic in your own words!!! If you can, open with a strong VIEWS AND VALUES statement about the AUTHOR'S MESSAGE on the essay topic.</b></p>	<p><i>The film, <u>Lord of the Flies</u>, based on William Golding's novel of the same name, and George Orwell's <u>Animal Farm</u> both use allegories to comment on and explore the truth and nature of power and justice.</i></p>	
<p><b>3. Outline your key ideas/arguments (you must have at least three, though at VCE, it's better to have four)!!! ;)</b></p> <p><b>If you can, use meta-language to explain HOW Wolff demonstrates these key ideas</b></p>	<p><i>Although the characters in each attempt to create a utopian society in which everyone is equal, they possess serious character flaws which not only jeopardize this dream, but also result in the creation of a dystopic and dysfunctional environment – an environment where those in power abuse those who are less powerful. The events and experiences of the characters in <u>Lord of the Flies</u> and <u>Animal Farm</u> are intended to serve as lessons about the dangers associated with constructing an ideal society. Both texts suggest that an ideal society can never be built because there are those who will be corrupted by power once they have gained it.</i></p>	
<p><b>4. State your contention, referring to the AUTHOR'S MESSAGE or EFFECT ON READER (i.e., make a "views and values" statement – Wolff's memoir suggests that...).</b></p>	<p><i>Therefore, the presence of a just, utopian society in <u>Lord of the Flies</u> and <u>Animal Farm</u> is only temporary as human nature is flawed.</i></p>	

**Possible Linking Words**

*Use linking words in your essays to improve the flow of your ideas ;)*

<p>Additionally Furthermore Moreover Likewise In addition</p>	<p>However Nevertheless Even so</p>	<p>Similarly Correspondingly At the same time</p>	<p>In contrast In comparison On the other hand</p>	<p>Accordingly Consequently Therefore Thus As such In doing so In turn, Ultimately</p>	<p>Although Even though Whilst While Whereas Despite this</p>
<b>Use evaluative words/phrases:</b>					
<p>Condemns Criticises Challenges Questions Warns Cautions Alerts</p>	<p>Supports Endorses Suggests Implies Argues</p>	<p>Expresses Illustrates Highlights Emphasises Underlines Accentuates Stresses</p>	<p>Epitomizes Exemplifies Characterises Embodies Represents Symbolises Typifies</p>		

**PARA 1 - First Key Idea:**

**Topic Sentence**

- MUST argue a point !
- MUST include a VIEWS/VALUES statement which highlights the intention of the author or the text, OR
- SHOULD TRY to suggest HOW the writer is making this point (i.e., use meta-language)

E.G. Both Napoleon from the text "Animal Farm" and Jack from "Lord of the Flies" are similar because they are both .....

E.G. Both Orwell and Golding **warn** their respective audiences against the dangers of power.

E.G., Both Orwell and Golding **suggest** that power is ultimately corruptive; that it destroys any hope to create an equal, or civil, society.

E.G., While both 'Animal Farm' and 'Lord of the Flies' are **cautionary tales** which suggest that the nature of power is corruptive, they convey this message in different ways.

E.G., Through his **unsympathetic characterization** of the **ruthless** Napoleon, Orwell **condemns** those who are driven by selfish greed, suggesting that such greed destroys the attempt to create an equal society.

E.G. Through their **dystopian worlds**, both Orwell and Golding explore what happens when there is an absence of traditional power.

E.G., Although both Orwell and Golding look at the terrible consequences of an abuse of power, Orwell focuses his attention upon how language may be manipulated to maintain this power.

E.G. Orwell implies that the destruction of society occurs not because of a single person, but because the masses do not auestion. or stand up to. the areed and selfishness of their leaders.

YOUR GO:

**Evidence and Explanation**

Evidence 1: Text 1

Explanation / effect:

Evidence 2: Text 1

Evidence 3: Text 2

Evidence 4: Text 3

Meta-language: (how does the authors' use of language further support / highlight this key idea)? Are there any SYMBOLS which can be used to highlight your main point?

**SYMBOLS / MOTIFS**

(Lord of the Flies):

- Whip
- Conch
- Piggy's glasses
- The Beast
- Pig's head on the stick
- Fire
- The masks

(Animal Farm):

- Animal Farm vs. Manor Farm
- The whip
- Old major's dream
- The barn
- The Hen Rebellion
- The windmill
- Boxer's Death
- The Seven commandment s
- The Final Feast



Link (link your discussion back to the main contention, your topic sentence, or to the next key argument)

Consequently/accordingly ... it seems clear that....

## PARA 2 - First Key Idea:

### Topic Sentence

- MUST argue a point !
- MUST include a VIEWS/VALUES statement which highlights the intention of the author or the text, OR
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E.G. Orwell implies that the destruction of society occurs not because of a single person, but because the masses do not **question**. or stand up to. the **arrogance** and selfishness of their leaders.

YOUR GO:

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Evidence 1: Text 1

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Link (link your discussion back to the main contention, your topic sentence. or to

Consequently/accordingly ... it seems clear that....



**PARA 3 - First Key Idea:**

**Topic Sentence**

- MUST argue a point !
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**Link** (link your discussion back to the main contention, your topic sentence, or to

Consequently/accordingly ... it seems clear that....



**PARA 4 - First Key Idea:**

**Topic Sentence**

- MUST argue a point !
- MUST include a VIEWS/VALUES statement which highlights the intention of the author or the text, OR
- SHOULD TRY to suggest HOW the writer is making this point (i.e., use meta-language)

*E.G. Both Napoleon from the text "Animal Farm" and Jack from "Lord of the Flies" are similar because they are both*

*E.G. Both Orwell and Golding **warn** their respective audiences against the dangers of power.*

*E.G., Both Orwell and Golding **suggest** that power is ultimately corruptive; that it destroys any hope to create an equal, or civil, society.*

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**Link (link your discussion back to the main contention, your topic sentence, or to**

*Consequently/accordingly ... it seems clear that...*



**CONCLUSION:**

<p><b>1. Re-state the essay question in your own words (make sure you say it a little differently to the way you said it in your intro)!</b></p>	
<p><b>2. Re-state your key ideas</b></p>	
<p><b>3. Re-state your contention in a strong way... leave a lasting impression on your reader!</b></p>	

**POSSIBLE LINKING WORDS AND PHRASES TO HELP YOU BUILD AN ANALYTICAL VOCAB**

**(IN MORE DEPTH THIS TIME):**

When introducing evidence OR an idea:	When starting a new point	When comparing/contrasting	When linking ideas/making a conclusive statement
<p><i>This is...</i></p> <ul style="list-style-type: none"> <li>• Arguably <i>symbolic of...</i></li> <li>• Perhaps</li> <li>• Possibly <i>a representation of</i></li> <li>• Undoubtedly <i>this highlights Wolff's idea that...</i></li> <li>• Clearly <i>shown when...</i></li> <li>• Most likely</li> <li>• Perhaps most significantly shown when...</li> <li>• Suggested <i>when...</i></li> </ul>	<ul style="list-style-type: none"> <li>• Furthermore,</li> <li>• Additionally,</li> <li>• Moreover,</li> <li>• Significantly,</li> </ul> <p><b>When emphasising a similar point:</b></p> <ul style="list-style-type: none"> <li>• Similarly</li> <li>• Comparably</li> <li>• Correspondingly</li> <li>• Likewise</li> <li>• Again,</li> </ul>	<ul style="list-style-type: none"> <li>• However</li> <li>• Nevertheless</li> <li>• Nonetheless</li> <li>• Yet</li> <li>• On the other hand,</li> <li>• In stark contrast</li> <li>• In comparison</li> <li>• Not only does the author suggest that..... , but he also puts forward the idea that .....</li> </ul>	<ul style="list-style-type: none"> <li>• In turn,</li> <li>• As such,</li> <li>• Therefore</li> <li>• Thus</li> <li>• Hence</li> <li>• Accordingly</li> <li>• Concordantly</li> <li>• Ultimately</li> </ul>
<p><i>Implies / Suggests / Argues / indicates</i></p> <p><i>Emphasises / highlights / accentuates / underlines / underscores / stresses / illustrates</i></p>			

## ESSAY WRITING TIPS AND HINTS:

### Integrating quotes into your writing

#### **STRATEGY ONE: *The book end model***

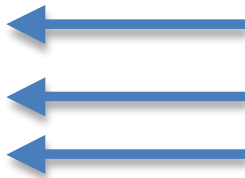


*Integrate your quote at the end of the sentence to finish off and support the point you have made.*

*For Example:* The boys lose their ability to reason because of their fear of the beast which is highlighted when they kill Simon, “the shrill screaming that rose before the beast was like a pain... [the beast] was crying out against the abominable noise something about a body on the hill.”

#### **STRATEGY TWO: *The sandwich model***

This strategy asks you to insert the quote in the middle of your sentence.



*Note the context of the quote and who said it*

*Insert the quote*

*Supportive statement that **explains** the importance of the quote. To connect use words like...*

*Highlights; Suggests; Demonstrates; Illustrates; Emphasises*

*For Example:* When the boys think Simon is the beast and eventually kill him it is stated that “the shrill screaming that rose before the beast was like a pain... [the beast] was crying out against the abominable noise something about a body on the hill”, highlighting how fear causes the boys to lose their ability to reason and think about what they are actually doing.

#### **STRATEGY THREE: *Woven quotes model***



*Integrate or **weave** short, sharp quotes throughout your sentence to support your explanation or interpretation. These quotes should be no more than a couple of words.*

*For Example:* As the boys continuously repeat “kill the beast” and “spill his blood” their fear is seen to overtake their ability to reason and therefore they don’t hear Simon “crying out against the abominable noise”.

## ESSAY WRITING TIPS AND HINTS:

### Views and Values Statements

Views and values statements refer to what an author's message is on a particular theme.

**YOUR TASK:** Use the sentence starters below to write your own views and values statements for the three paragraphs:

- 
- 
- 

You should also use the *theme words* and *views and values language* boxes to generate your sentences.

#### Views and Values Sentence Starters:

The text promotes the values of...

(Author) asserts that...

(Author) presents the idea that...

(Author's) view that... is highlighted by...

(Author) suggests that...

(Author) questions...

#### USE THIS LANGUAGE:

##### Theme Words

##### Views and Values Language

## ESSAY WRITING TIPS AND HINTS:

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**Station Activity:** Topic Sentences

**YOUR TASK:** Using the grids below create topic sentences for three body paragraphs and write them in your workbooks.

You should aim to come up with two to three topic sentences per grid.

### TOPIC SENTENCE STARETERS

Throughout the novel, Orwell uses imagery to reflect....	Orwell’s allegoric style,	The irony Orwell employs throughout the text highlights...
Orwell’s matter-of-fact tone...	Orwell’s unflattering descriptions of...	Orwell suggests/ demonstrates/ implies/ questions/ challenges
From the outset of the text, Orwell....	Through the sympathetic/unsympathetic portrayal/ characterization of...	Orwell’s symbolism of..... suggests.....

#### FOR EXAMPLE:

By using the vertical line on the left side the following topic sentence can be created:

*e.g., For “Animal Farm”:*

Orwell’s **unsympathetic characterisation** of Napoleon and Squealer **highlights** the destructive nature of greed and selfishness.

*e.g., For “Lord of the Flies”:*

**From the outset of the text** Golding uses an **allegory** by showing how **fear** can easily spread and create chaos.

