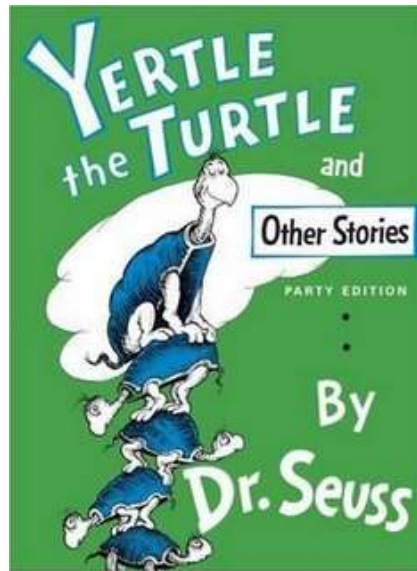


# YERTLE THE TURTLE



On the far-away island of Sala-ma-Sond,  
Yertle the Turtle was king of the pond.  
A nice little pond. It was clean. It was neat.  
The water was warm. There was plenty to eat.  
The turtles had everything turtles might need.  
And they were all happy. Quite happy indeed.

They were... until Yertle, the king of them all,  
Decided the kingdom he ruled was too small.  
"I'm ruler", said Yertle, "of all that I see.  
But I don't see enough. That's the trouble with me.  
With this stone for a throne, I look down on my  
pond  
But I cannot look down on the places beyond.  
This throne that I sit on is too, too low down.  
It ought to be higher!" he said with a frown.  
"If I could sit high, how much greater I'd be!  
What a king! I'd be ruler of all that I see!"

So Yertle the Turtle King, lifted his hand  
And Yertle, the Turtle King, gave a command.  
He ordered nine turtles to swim to his stone  
And, using these turtles, he built a new throne.  
He made each turtle stand on another one's back  
And he piled them all up in a nine-turtle stack.  
And then Yertle climbed up. He sat down on the pile.  
What a wonderful view! He could see 'most a mile!

"All mine!" Yertle cried. "Oh, the things I now rule!  
I'm the king of a cow! And I'm the king of a mule!  
I'm the king of a house! And, what's more, beyond  
that  
I'm the king of a blueberry bush and a cat!  
I'm Yertle the Turtle! Oh, marvelous me!  
For I am the ruler of all that I see!"

And all through the morning, he sat up there high  
Saying over and over, "A great king am I!"  
Until 'long about noon. Then he heard a faint sigh.  
"What's that?" snapped the king, and he looked down  
the stack.  
And he saw, at the bottom, a turtle named Mack.  
Just a part of his throne. And this plain little turtle  
Looked up and he said, "Beg your pardon, King  
Yertle.  
I've pains in my back and my shoulders and knees.  
How long must we stand here, Your Majesty, please?"

"SILENCE!" the King of the Turtles barked back.  
"I'm king, and you're only a turtle named Mack."

"You stay in your place while I sit here and rule.  
I'm the king of a cow! And I'm the king of a mule!  
I'm the king of a house! And a bush! And a cat!  
But that isn't all. I'll do better than that!  
My throne shall be higher!" his royal voice thundered,  
"So pile up more turtles! I want 'bout two hundred!"

“Turtles! More turtles!” he bellowed and brayed.  
And the turtles ‘way down in the pond were afraid.  
They trembled. They shook. But they came. They obeyed.

From all over the pond, they came swimming by dozens.

Whole families of turtles, with uncles and cousins.  
And all of them stepped on the head of poor Mack.  
One after another, they climbed up the stack.

Then Yertle the Turtle was perched up so high,  
He could see forty miles from his throne in the sky!  
“Hooray!” shouted Yertle. “I’m the king of the trees!  
I’m king of the birds! And I’m king of the bees!  
I’m king of the butterflies! King of the air!  
Ah, me! What a throne! What a wonderful chair!  
I’m Yertle the Turtle! Oh, marvelous me!  
For I am the ruler of all that I see!”

Then again, from below, in the great heavy stack,  
Came a groan from that plain little turtle named Mack.

“Your Majesty, please... I don’t like to complain,  
But down here below, we are feeling great pain.  
I know, up on top you are seeing great sights,  
But down here at the bottom we, too, should have rights.  
We turtles can’t stand it. Our shells will all crack!  
Besides, we need food. We are starving!” groaned Mack.

“You hush up your mouth!” howled the mighty King Yertle.

“You’ve no right to talk to the world’s highest turtle.  
I rule from the clouds! Over land! Over sea!  
There’s nothing, no, NOTHING, that’s higher than me!”

But, while he was shouting, he saw with surprise  
That the moon of the evening was starting to rise  
Up over his head in the darkening skies.  
“What’s THAT?” snorted Yertle. “Say, what IS that thing  
That dares to be higher than Yertle the King?  
I shall not allow it! I’ll go higher still!  
I’ll build my throne higher! I can and I will!  
I’ll call some more turtles. I’ll stack ‘em to heaven!  
I need ’bout five thousand, six hundred and seven!”

But, as Yertle, the Turtle King, lifted his hand  
And started to order and give the command,  
That plain little turtle below in the stack,

That plain little turtle whose name was just Mack,  
Decided he’d taken enough. And he had.  
And that plain little lad got a bit mad.  
And that plain little Mack did a plain little thing.  
He burped!  
And his burp shook the throne of the king!

And Yertle the Turtle, the king of the trees,  
The king of the air and the birds and the bees,  
The king of a house and a cow and a mule...  
Well, that was the end of the Turtle King’s rule!  
For Yertle, the King of all Sala-ma-Sond,  
Fell off his high throne and fell Plunk! in the pond!

And today the great Yertle, that Marvelous he,  
Is King of the Mud. That is all he can see.  
And the turtles, of course... all the turtles are free  
As turtles and, maybe, all creatures should be.

“You hush up your mouth!” howled the mighty King Yertle.  
“You’ve no right to talk to the world’s highest turtle.  
I rule from the clouds! Over land! Over sea!  
There’s nothing, no, NOTHING, that’s higher than me!”



## IDENTIFYING AND DEFINING PARAGRAPH PARTS

Every paragraph or essay that you write for this class will begin with a **thesis**.

**THESIS:** A thesis provides the main idea or argument for the essay and is found before the main body paragraph(s). A thesis is generally **two sentences** long and follows this format:

The **first** sentence: **ARGUMENT**

- discusses what the author suggests in the work of literature by offering a theme or analyzing a character. It will almost always begin in the following manner: THE AUTHOR SUGGESTS \_\_\_\_\_.

The **second** sentence: **SUPPORTING CLAIMS**

- provides an example from the story that supports the theme offered in the first sentence. While it is plot based, it should not give plot details away. It begins in the following manner: HE/SHE SHOWS THIS WHEN/THROUGH/BY \_\_\_\_\_.

**Correct:** *He shows this through the action of the lowly turtle Mack.* Why is this good? It generally informs the reader what I am focusing on without giving away too much information. This way, the reader wants to keep reading to see what Mack's action is. **Wrong:** *He shows this when Mack burps.* Why? I've given away too much plot. Why motivation does the reader have to keep reading?

For example, from the story, *Yertle the Turtle*, by Dr. Seuss: *Dr. Seuss suggests that even the smallest actions undertaken by those belonging to the lowest social class can improve society. He shows this through the action of the lowly turtle Mack.*

Every thesis will be followed by at least one **body paragraph**.

**BODY PARAGRAPH:** A paragraph that provides evidence to support a thesis. A body paragraph consists of a claim, lead-in, evidence, and a warrant.

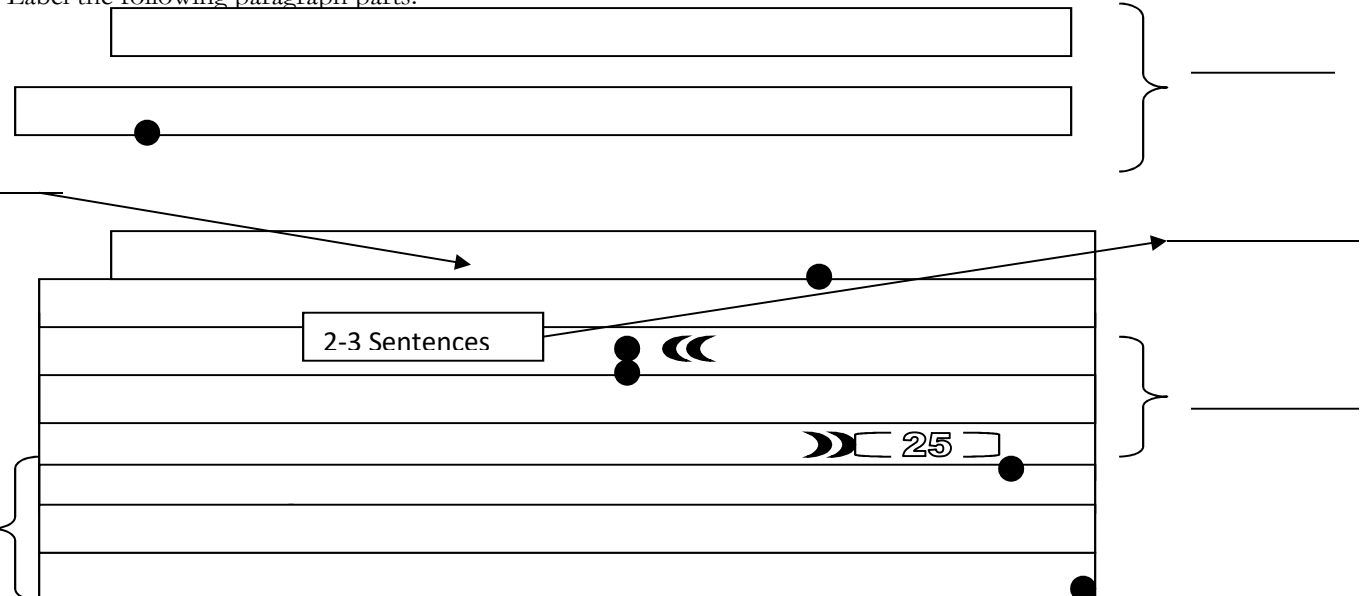
**Claim:** 1<sup>st</sup> sentence of the body paragraph that rewords the argument and the example from the thesis – is only ONE sentence long.

**Lead-in:** Next two to three sentences of the body paragraph - gives plot details about what is happening BEFORE the quote and who is speaking to whom in the quote.

**Evidence:** A quote from the book that supports the thesis argument (should "match" your supporting point in your thesis).

**Warrant:** Generally, twice the length of the evidence, it explains HOW the quote you selected proves your thesis argument.

Label the following paragraph parts:



## CLAIM/TOPIC SENTENCES

Review: Claim/topic sentences must both offer a hint of the supporting claim that will be talked about in the following paragraph as well as remind the reader of the argument.

For example, from the story, Yertle the Turtle, by Dr. Seuss:

*Dr. Seuss suggests that even the smallest actions undertaken by those belonging to the lowest social class can improve society. He shows this through the action of the lowly turtle Mack.*

Directions: In the blank provided, assign the claim/topic sentences a number from 5 (strong) to 1 (weak). Then list TWO reasons for assigning the statements that value.

1. \_\_\_\_\_Mack burps, which causes the entire pile of turtles to come crashing down.
2. \_\_\_\_\_Yertle is very selfish, since he desires to be above all the turtles of his kingdom.
3. \_\_\_\_\_Yertle wishes to be king of a “cow,” a “mule,” a “house,” a “bush” and a “cat.”
4. \_\_\_\_\_Mack’s small action showcases the large impact that can be made even by lowly members of society.
5. \_\_\_\_\_Mack’s little burp disturbs the turtle king’s increasing hold over the society of turtles.
6. \_\_\_\_\_Mack, a small turtle in the lower part of the turtle society, disrupts the turtle king’s desire for power by burping.

## LEAD-INS

Directions: In the blank provided, assign the Lead-In sentences a number from 5 (strong) to 1 (weak). Then list TWO reasons for assigning the statements that value.

Thesis: *In "Yertle the Turtle," Dr. Seuss suggests that even the smallest actions undertaken by those belonging to the lowest social class can improve society. He shows this through the actions of the lowly turtle Mack.*

Claim/topic sentence: *Mack takes action to enrich his turtle society which shows anyone can make a difference.*

1. \_\_\_\_\_ After suffering through Yertle's demanding behavior: "And that plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king!" (2).
2. \_\_\_\_\_ Mack, frustrated by Yertle's demands, decides to take action. He burps, and his burp topples all the turtles stacked on top of him. The narrator describes this scene: "And the plain little Mack did a plain little thing. He burped! And his burp shook the throne of a king!" (2).
3. \_\_\_\_\_ The narrator comments, "And the plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king!" (2).
4. \_\_\_\_\_ Mack has finally had enough of his King's demanding behavior. He refuses to accept Yertle's command that more turtles must stack themselves on top of one another in order to elevate their King high into the air. The narrator describes how Mack finally takes a stand: "And the plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king!" (2).
5. \_\_\_\_\_ "And the plain little Mack did a plain little thin. He burped! And his burp shook the throne of a king!" (2).
6. \_\_\_\_\_ Yertle is a demanding king who wants to see his entire kingdom, even at the expense of his subjects. Dr. Seuss says, "And the plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king!" (2).

## EVIDENCE INTEGRATION

**Comma Method:** Used when a “speaking verb” (responds, says, observes, explains, interjects, describes, etc.) or a speaking verb followed by a preposition phrase (says to \_\_\_\_\_) comes directly before the quotation.

Notice:

- in this method, the data should begin with a capital letter
- the lead in ends with a comma

### Comma Method 1

(Name of character) says, “\_\_\_\_\_” (citation).

*Example: Yertle says, “I’m ruler of all that I see. But I don’t see enough. That’s the trouble with me” (Seuss 1).*

### Comma Method 2

(Name of character) says to (character being spoken to), “\_\_\_\_\_” (citation).

*Example: Mack says to Yertle, “I don’t like to complain, but down here below, we are feeling great pain. I know, up on top you are seeing great sights, But down here at the bottom we, too, should have rights” (Seuss 2).*

### Comma Method 3

Descriptive clause, (Name of character) says, “\_\_\_\_\_” (citation).

*When Mack is feeling the pain of being at the bottom of the large stack of turtles, Mack asks, “Beg your pardon, King Yertle. I’ve pains in my back and my shoulders and knees. How long must we stand here, Your Majesty, please?” (Seuss 2).*

## PRACTICE

So Yertle the Turtle King, lifted his hand, and Yertle, the Turtle King, gave a command. (Method 1)

And that plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king! (Method 3)

“You hush up your mouth!” (Method 2 – Yertle speaking to Mack)

“I’m Yertle the Turtle! Oh, marvelous me! For I am the ruler of all that I see!” (Method 1 and Method 3)

## SELECTING STRONG EVIDENCE

**EVIDENCE:** Evidence is a quote from the novel that supports the claim or claim/topic sentence of the paragraph. In other words, it is the evidence to show the argument in your claim and thesis is true. The evidence must clearly support the claim and thesis argument to be strong.

**Weak evidence** is either:

- unrelated to the claim/topic sentence and doesn't support the thesis argument
- is too long and provides unnecessary information that should either be discussed in the lead in or left out...or
- is too short, making it difficult for the reader to fully see how the evidence supports the argument

For example, from the story, *Yertle the Turtle*, by Dr. Seuss:

**CLAIM/TOPIC SENTENCE:** *Mack, a lowly turtle at the bottom of the turtle stack, takes action to enrich his turtle society, even though his action is not extensive or substantial.*

**BAD EVIDENCE:** *"Then again, from below, in the great heavy stack, came a groan from that plain little turtle named Mack."*

**WHY?:** This evidence, or quote, does not explain what Mack's action is. It also fails to offer how he is capable of enriching his turtle society. Therefore, it is not related to the claim.

**BAD EVIDENCE:** *"You've no right to talk to the world's highest turtle. I rule from the clouds! Over land! Over sea! There's nothing, no, NOTHING, that's higher than me!"*

**WHY?:** This evidence is a quote from King Yertle. The claim promises to talk about Mack! Therefore, this evidence does not relate to the claim.

**BAD EVIDENCE:** *But, as Yertle, the Turtle King, lifted his hand and started to order and give the command, that plain little turtle below in the stack, that plain little turtle whose name was just Mack, decided he'd taken enough. And he had. And that plain little lad got a bit mad. And that plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king!*

**WHY?:** This quote loses its effectiveness because it is too long. Although the claim is about Mack's small action, the only part of the quote that is necessary is the part where Mack takes action. The buildup to Mack's action can be described in the lead-in if necessary. Be brilliant quickly!

**GOOD EVIDENCE:** *"And that plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king!"*

**WHY?:** This evidence supports the argument in the claim and the thesis. It provides evidence that shows Mack responds with a small act, his burp, and that his burp improves society by "shaking the throne of the king."

**\*\*CONTINUE TO NEXT PAGE\*\***

## SELECTING STRONG EVIDENCE (CONTINUED)

**THESIS:** Homer suggests that while a hero's hubris can give rise to his fame and glory, it can also endanger the lives of those around him. He shows this when...

Look at the following quotes.

- Feel free to look the quote up if you are not sure what is going on at that point in the story.
- Select which **three** quotes would be the best evidence for the above thesis. **Explain why.**
- Then explain why the remaining evidence is weak.

**Remember:** in order for the evidence to be "good evidence", it must be a quote from the book that shows Odysseus

- engaging in an act that he could brag about later

but also

- acting in such a manner that those around him could be harmed

1. "The gods were all sorry for him, except for Poseidon, god of the sea, who bore a lasting grudge against him all the time until he returned" (11).
2. "You are a fool stranger, or you come from a long way off, if you expect me to fear gods. Zeus Almighty be damned and his blessed gods with him. We Cyclopians care nothing for them, we are stronger than they are" (105).
3. "I say, Cyclops! If ever anyone asks you who put out your ugly eye, tell him your blinder was Odysseus, the conqueror of Troy, the son of Laertes, whose address in Ithaca!" (110).
4. "If you wish to hear them yourself, make the men tie up your hands and feet and fasten your body tight to the mast, and then you can enjoy the song as much as you like" (139).
5. "First, she bids us keep away from the Sirens with their wonderful voices and their flowery meadow. I alone must hear them...but you are to bind me with strong ropes and fasten me upright against the mast, so that I shall not be able to move" (141).
6. "The men begged me first to let them help themselves to the cheeses and be off...and get under sail. But I would not listen....I wanted to see [the Cyclops] myself and claim the stranger's gift" (104).
7. "In dead silence I tied [the sheep] together with twisted withies, which the monster used for his bed. I tied them in threes, with one man under the middle one while the two others protected him on each side" (108).
8. "My friends, we are not unacquainted with trouble. This is no greater danger than when the Cyclops imprisoned us in his cave by brute force; we escaped from that place thanks to my courage and my ingenious plan, and I think we shall live to remember this no less" (142).



## EFFECTIVE ANALYSIS

Purpose of Analysis:

- Provide new insight
- Argue and interpret the quote using key words
- Show how the quote proves your argument/claim
- Explain unusual words or key ideas

*Thesis: Dr. Sness suggests that even the smallest actions undertaken by those belonging to the lowest social class can improve society. He shows this through the actions of the character Mack.*

*Mack, a lowly turtle at the bottom of the turtle stack, takes action to enrich his turtle society, even though his action is not extensive or substantial. Because Mack has finally had enough of his King's demanding behavior, he refuses to accept Yertle's command that more turtles must stack themselves on top of one another in order to elevate him even higher. The narrator describes how Mack finally takes a stand: "And the plain little Mack did a plain little thing. He burped! And his burp shook the throne of the king!" (35). Despite the fact that "plain" Mack has a "little" burp, his "little" burp has a monumental effect. His burp creates a shock wave that topples all the turtles imprisoned by the turtle stack. Yertle, "shaken" from his throne, can no longer rule from above as the world's highest turtle. Mack is of a lower social class than Yertle, yet is it Mack's action that allows the turtle community to be liberated from Yertle's dictatorial rule and enables them to experience improved lives.*

Directions: Read the following analyses. **First**, circle any key words from the argument that you find in the analysis. **Then**, rank the warrant as a whole from 5 (strong) to 1 (weak). **Last**, explain why you ranked each warrant the way you did.

*Claim/topic sentence- Hector's actions show he would prefer to die honorably in battle as a hero rather than live a long happy life unscathed.*

*Lead-in - As Achilles and Hector battle, Hector loses all of his spears while Achilles has one remaining. Hector reaches for his sword and cries,*

*Evidence - "Let me not die without honor!" (82).*

\_\_\_\_\_ 1. This quote shows that Hector is fighting with Achilles and he does not want to die because he loves his family so much. He has a wife and a son that he cares for and will miss when he passes to the Underworld.

\_\_\_\_\_ 2. Hector is heroic through his desire to die honorably in battle. He reaches the point where Achilles has the upper hand in the battle and is faced with two options – to run from Achilles and find safety, or to battle him with his last remaining weapon, his sword. Hector chooses the more honorable of the two options in choosing to face Achilles, even though his choice is certain death. Achilles is not only a better fighter than Hector, but he also has a remaining spear which allows him to attack Hector from a distance. Hector shows he is a true hero when he knowingly and courageously faces death.

\_\_\_\_\_ 3. This quote shows that Hector wants to die as a hero in battle instead of living a happy life with his family unscathed. As he attacks Achilles, he acknowledges that this attack indeed may kill him, but he recognizes the valor in what he is doing. In this quote, the word "honor" really stands out.

\_\_\_\_\_ 4. Achilles drives the remaining spear at Hector's neck. As Hector is dying, he asks Achilles to return his body to his family so it may be buried with honor. Achilles denies this request, and with his last breath, Hector forewarns that his brother Paris shall avenge his death.

\_\_\_\_\_ 5. This quote shows that Hector has chosen an honorable death in war over a long life with his family. When he attacks Achilles with his sword, he is aware of the fact that he is going to die. He acknowledges that this act is not "without honor" because he is sacrificing his life to battle the great Achilles instead of running away like a coward. He may no longer be with his family, but they can be comforted by the fact that he died as a hero.

## PARAGRAPH EXAMPLES

**Thesis 1:** Homer suggests that when one achieves fame and valor for himself, he always harms his loved ones. This idea is illustrated through Odysseus's adventures with Polyphemus, Skylla, and Laertes.

Odysseus's search for fame brings unnecessary harm to his crew on the island of Polyphemus. After struggling to help his crew escape from the cave of Polyphemus, Odysseus cannot help but taunt the Cyclops: "How do you like the beating that we gave you,/ you damned cannibal?...[I]f ever mortal man inquire/ how you were put to shame and blinded, tell him/ Odysseus, raider of cities, took your eye" (9:521-522,549-551). Odysseus yells these insults in order to capture fame and valor for himself. Here, he is not thinking about his crew and their safety. His desire to let others know how powerful he is leads to Polyphemus' curse that he "lose all companions, and return/ under strange sail to bitter days at home" (9:584-585). Indeed, after making offerings to Zeus, and having them rejected, Odysseus realizes that Zeus has planned "destruction for [his] ships.../ and death for those who sail them, [his] companions" (9:606-607). Odysseus's boastful comments lead to his prolonged punishment at sea, but more important, they bring about the destruction of his men. These men, who have entrusted their lives to Odysseus, die because of Odysseus's desire for fame and recognition. Therefore, Odysseus's arrogance, and his subsequent search for valor, directly cause the punishment and destruction of those whom he should care for and protect the most.

**Thesis 2:** Homer suggests that although one's long-term fate may be predetermined by the gods, the way in which one's fate is fulfilled can be altered by one's own actions and personal choices. He shows this through Odysseus' actions with Polyphemus.

Odysseus' actions with Polyphemus show that although one's long-term fate may be predetermined by the gods, the way in which one's fate is fulfilled can be altered by one's own actions and personal choices. Odysseus has used his cunning to plan an escape for his men from the cave of the Cyclops. In this plan, Odysseus blinds Polyphemus, ensures that no other Cyclops will come to help the hurting Polyphemus and also makes certain the Polyphemus does not know his true name, thus saving his men from experiencing any wrath from the gods. However, as Odysseus and his men are sailing away from the Cyclops' island, safe from any harm, Odysseus "call[s] out to the Cyclops, just to rub it in" and tells the Cyclops that "if anyone, any mortal man, asks you how you got your eye put out, tell him that Odysseus the marauder did it" (Homer 9. 474, 500-502). Here, Odysseus chooses to expose himself to Polyphemus "just to rub it in" and show off his own supposed superiority over the Cyclops. Odysseus' own hubris exposes himself and his men; his choice to give his real name to Polyphemus then has disastrous consequences. Polyphemus prays to his father, Poseidon, who is the god of the sea. Poseidon is so displeased with Odysseus' actions that Poseidon curses Odysseus' journey home, thus lengthening the trip, creating dangerous situations for Odysseus' men and affecting Odysseus' fate as the king of Ithaca. If Odysseus had not chosen to reveal his name, Polyphemus and Poseidon would never have known who he was; Odysseus could have made it quickly home. Instead, Odysseus' desire to reveal himself as "the marauder" alters the course of his fate by prolonging his journey home.

**Thesis 3:** Sophocles suggests that overwhelming pride is the cause of a hero's downfall.

Oedipus has proven himself to be a hero for Thebes in many instances but his overwhelming pride in himself is the flaw that leads Oedipus to his downfall. Oedipus is charged with the task of eradicating the plague from Thebes, which means finding out who killed Laius. In his quest for knowledge, he seeks help from the prophet Tiresias, who informs Oedipus that it was Oedipus who killed the king. Enraged by what he thinks is a false accusation, Oedipus seeks to discredit Tiresias by showing the power of his own actions. Oedipus says, "You offered no answer told you by the birds or the gods. No. I came, know-nothing Oedipus, I stopped the Sphinx. I answered the riddle with my own intelligence – the birds had nothing to teach me" (Sophocles 24). Here, Oedipus boasts of his own accomplishments; he reminds Tiresias of how he was the one to stop the Sphinx and emphasizes that he accomplished this feat individually and without the help of prophecy that Tiresias must rely on. Oedipus uses personal pronouns (like "I" or "my" or "me") five times, which shows his constant appraisal of and emphasis on his own actions. He calls himself "know-nothing Oedipus," a name that is meant to showcase Oedipus's pride about how he has the power and "intelligence" within himself to find solutions and does not need to depend on Tiresias' gift of insight that was given by the gods. Oedipus' constant desire to focus on himself and show the individual nature of his power showcases the level of pride with which he views himself. Oedipus' hubris becomes apparent in the way that he seeks to emphasize the individual and unique nature of his accomplishments.

## EFFECTIVE INTRODUCTIONS

Introductions are like “funnels” --- broad at the top and more specific and focused as they go down.

### Checklist for a Properly “Funneled” Introduction

- ✓ Try ONE of the “outside idea” funneling techniques
- ✓ Cite the technique if required using a parenthetical citation
- ✓ Comment on the relevant portion of the technique in your own words
- ✓ Use a transition word/phrase
- ✓ Type out your Thesis

### Four Good “Outside Idea” Funneling Techniques

The following four techniques are good ways to open an essay. They allow the writer to meet his or her goal of beginning the essay by providing the reader with a more general sense of his or her topic and its relevance. This portion of the essay should have NO specific references to the literary text. For the demonstration of each of the following techniques, pretend that your end thesis is:

Pulling weeds is a good recreational activity for teens because it gets them outdoors, provides exercise, and gives a feeling of productivity and satisfaction.

- 1) Anecdote: Provide a short story (from current events, history, or everyday life) that briefly discusses the topic. The story should be no more than a couple of sentences.

*While the early morning sun was just touching the tops of the trees, a young girl energetically pushed a lawn mower across her front yard, leaving a neat stripe of felt-like grass behind her. Some friends passing by laughed and pointed, but she just waved as the smile across her face grew bigger. Like so many other teens, she had discovered that yard work can be very fun.*

- 2) Question: Ask a general, rhetorical question about the topic. **Note:** you should provide a general answer for the question soon, and be careful of asking too many questions in a row.

*Does lawn mowing have to be a terrible and torturous chore? There are thousands of teens across the nation who are discovering that lawn mowing and other outdoor chores can actually be quite fun.*

- 3) Well-Known Quotation: Introduce a single relevant and easily-understood quotation, using some introductory words to ease the reader into your essay (that means your essay should NOT begin with the opening quotation marks). Unless your quotation is one you’ve personally committed to memory, you will need to add a parenthetical citation. You will need to comment on the message of your quotation, leading the reader smoothly to your thesis.

*Inventor Thomas Edison once said, “Opportunity is missed by most people because it is dressed in overalls and looks like work” (Quotesite.com). In Edison’s estimation, people underestimate the importance and value of tasks that seem “everyday” and mundane. Pulling weeds, a task that often falls to the teenager in the household, is not a particularly glamorous undertaking. Yet it does offer some distinct mental and physical benefits.*

- 4) Background Information: Give some background information about the topic. While this information should be supportable with facts and data later, in the introduction it should not be too specific and should not give away too much. If it isn’t information you have memorized, you should cite your source using a parenthetical citation.

*For decades, people have felt that mowing the lawn was a boring and taxing chore to be avoided for as long as possible and then dealt with quickly. In fact, in a 1977 poll run by Teen Weekly, 96.5% of teens polled said that mowing the lawn was “odious” (Teenstats). However, recent developments in mowing technology, as well as a different attitude toward exercise, have changed the perception of outdoor chores for many teens. Similarly, attitudes towards pulling weeds have changed.*

## EFFECTIVE CONCLUSIONS

**RESTATE YOUR THESIS:** Your conclusion should begin with an effective restatement of your thesis. Make sure you include the title and author of the work, your three supporting points, and include an action verb like “suggests”.

**THEN TRANSITION...**you are going to be ending your paper by either returning to your funnel idea in the introduction or discussing the general implications of your argument on the larger society. If you plan to end by discussing similarities to your funnel idea or society today, consider the following transition words: *Just as, Similarly, Likewise, In the same way, As well as*. To show contrasts, try the following transition words: *Conversely, On the contrary, In opposition to, In contrast to, However,*

**FINALLY, either COME FULL CIRCLE and REFLECT or REACH BEYOND the “WORLD of the NOVEL”:**  
*COMING FULL CIRCLE and REFLECTING:* refer back on your funnel idea from the introduction. For instance, if you begin the paper with an observation, then conclude by referring back to it and reflecting on it in a way that brings both the observation and the paper to a logical conclusion.

**OR**

*REACHING BEYOND THE “World of the Novel”:* Move beyond the analysis of the text to focus on the general implications of your argument on society. What does all of this mean in a larger sense, especially *outside the world of the novel?*

### INTRODUCTION AND CONCLUSION EXAMPLE: GREAT EXPECTATIONS

#### **Introduction:**

In a Boston speech, the Supreme Court Justice Oliver Wendell Holmes, Jr. stated that, “A man is usually more careful of his money than of his principles” (“Quotes on Integrity”). Despite the fact that Holmes delivered this message close to a hundred years ago, society has not changed. Many Americans today care more about their bank accounts than their behavior. The discussion of the relationship between money and conduct is not a new one, nor is it isolated to just American society. The conduct of characters in *Great Expectations*, a novel set in England during the 1800s, also illustrates the relationship between money and behavior. In *Great Expectations*, Charles Dickens suggests that people of the lower social classes are the better models of decorum. Dickens shows this through Pip’s reaction towards Miss Havisham, Joe’s behavior towards Pip, and Drummle’s lack of character.

#### **Conclusion:**

*COMING FULL CIRCLE and REFLECTING*

*(Thesis)*The novel *Great Expectations* by Charles Dickens emphasizes that people with less money are better models of behavior. In the novel, Joe, a member of the lower class, behaves more appropriately than members of the upper class like Miss Havisham or Bentley Drummle. In contrast (*transition word, difference*), Oliver Wendell Holmes pronounced money, not behavior, as the area of concern for most people regardless of their social class (*return to funnel idea in intro*). Perhaps it is time for people of every social class to stop checking their bank statements and start scrutinizing their behavior (*reflection*).

*REACHING BEYOND THE “World of the Novel”*

*(Thesis)*The novel *Great Expectations* by Charles Dickens emphasizes that people with less money are better models of behavior. In the novel, Joe, a member of the lower class, behaves more appropriately than members of the upper class like Miss Havisham or Bentley Drummle. However (*transition word, difference*), money, not manners, has become the “great expectation” of American society today (*reaching beyond novel to discuss society today*). Unfortunately, standards of behavior have declined to the point that most people, regardless of social class, fail to exhibit propriety on a regular basis. (*general implications of argument on society today*)