

# **Fundamentals in the Theme Writing Strategy**

## **Professional Development Guide**

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# Overhead Transparencies, Scoring Activities, & Handouts

## Overhead Transparencies

OH #1:	"Taking in, understanding, storing..."	OH #48:	Example Introductory Options, p. 2
OH #2:	"Information can have structure..."	OH #49:	TOWER Diagram: Causes of Pollution
OH #3:	"Information can have different kinds of structure..."	OH #50:	Lesson 11, Learning Sheets A-H
OH #4:	Picture of three different houses	OH #51:	Purpose of the Concluding Paragraph
OH #5:	"Structures can be created..."	OH #52:	Parts of a Concluding Paragraph
OH #6:	Picture of messy locker	OH #53:	Concluding Options
OH #7:	Picture of neat locker	OH #54:	Example Concluding Options
OH #8:	Purpose of the Theme Writing Strategy	OH #55:	Lesson 12, Learning Sheets A-H
OH #9:	Prerequisites	OH #56:	The "W" Step Lessons
OH #10:	Learning Strategies Curriculum	OH #57:	Introductory Paragraph: The Topic Sentence
OH #11:	Entry Level Skills	OH #58:	Introductory Paragraph: The Detail Sentences
OH #12:	The Introductory Lessons	OH #59:	Subtopic Structure
OH #13:	Theme Topics	OH #60:	Example Introductory Paragraph: Subtopic Structure
OH #14:	Theme Writing Strategy Progress Chart	OH #61:	Introductory Paragraph: Lead-Off/Follow-Up Structure
OH #15:	Theme Writing Strategy Management Chart	OH #62:	Example Introductory Paragraph: Lead-Off/Follow-Up Structure
OH #16:	Unit Organizer	OH #63:	Introductory Paragraph: Open Structure
OH #17:	Example Theme Before Instruction	OH #64:	Example Introductory Paragraph: Open Structure
OH #18:	Example Theme After Instruction, p. 1	OH #65:	Introductory Paragraph: The Thesis Statement
OH #19:	Example Theme After Instruction, p. 2	OH #66:	Introductory Paragraph Checklists
OH #20:	Parts of a Paragraph	OH #67:	Lesson 13, Learning Sheet 1A
OH #21:	Parts of a Theme	OH #68:	Model Theme: Pollution: A Human-Caused Disaster, p. 1
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OH #23:	Theme Writing Strategy Steps	OH #70:	Lesson 13, Learning Sheets 2A-2H
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OH #25:	The "T" and "O" Step Lessons	OH #72:	Lesson 13, Learning Sheets 4A-4H
OH #26:	Brainstorm List	OH #73:	Purpose of a Detail Paragraph
OH #27:	Example Brainstorm Lists	OH #74:	Parts of a Detail Paragraph
OH #28:	TOWER Diagram (basic blank form)	OH #75:	Detail Paragraphs: The Topic/Transition Sentence
OH #29:	Model TOWER Diagram	OH #76:	Detail Paragraphs: The Detail Sentences
OH #30:	Transitions Chart	OH #77:	Model Detail Paragraph
OH #31:	Theme Writing Strategy Assignment Sheet	OH #78:	General Theme Writing Checklists
OH #32:	Lesson 6, Learning Sheet A	OH #79:	Lesson 14, Learning Sheet 1A
OH #33:	Simplified TOWER Diagram (blank)	OH #80:	Lesson 14, Learning Sheets 2A-2H
OH #34:	Lesson 7, Learning Sheet A	OH #81:	Concluding Paragraph: Concluding Transition Sentence
OH #35:	Lesson 8, Learning Sheet A	OH #82:	Concluding Paragraph: Detail Sentence
OH #36:	Subtopics	OH #83:	Concluding Paragraph: Subtopic Structure
OH #37:	Subtopics must relate to the topic in a similar way	OH #84:	Example Concluding Paragraph: Subtopic Structure
OH #38:	Lesson 9, Learning Sheet 1A	OH #85:	Concluding Paragraph: Lead-Off/Follow-Up Structure
OH #39:	Lesson 9, Learning Sheet 2A		
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OH #47:	Example Introductory Options, p. 1		

# Overhead Transparencies, Scoring Activities, and Handouts (continued)

## Overhead Transparencies (continued)

- OH #86: Example Concluding Paragraph: Lead-Off/Follow-Up Structure
- OH #87: Concluding Paragraph: Open Structure
- OH #88: Example Concluding Paragraph: Open Structure
- OH #89: Concluding Paragraph: The Clincher Sentence
- OH #90: Concluding Paragraph Checklists
- OH #91: Lesson 15, Learning Sheet 1A
- OH #92: Lesson 15, Learning Sheets 2A-2H
- OH #93: Lesson 15, Learning Sheets 3A-3H
- OH #94: Lesson 15, Learning Sheets 4A-4H
- OH #95: The "E" and "R" Steps Lesson
- OH #96: Steps for Error Monitoring
- OH #97: The "COPS" Questions
- OH #98: Error Monitoring Score Sheet for Themes
- OH #99: The Concluding Lesson
- OH #100: Lessons 16 and 17, Key Sentences Sheet
- OH #101: TOWER Diagram Score Sheet
- OH #102: Theme Score Sheet
- OH #103: Theme Writing Checklist
- OH #104: Portfolio Cover Sheet
- OH #105: Feedback Sheet
- OH #106: TOWER Diagram (blank, for 4 subtopics)

## Scoring Activities

- Lesson 6, Learning Sheet A
- Lesson 7, Learning Sheet A
- Lesson 8, Learning Sheet A
- Lesson 9, Learning Sheet 1A
- Lesson 9, Learning Sheet 2A
- Lesson 9, Learning Sheet 3A
- Lesson 10, Learning Sheet 1A
- Lesson 10, Learning Sheet 2A
- Lesson 10, Learning Sheet 3A
- TOWER Diagram: Myself
- Lesson 11, Learning Sheets A-H
- TOWER Diagram: Myself
- Lesson 12, Learning Sheets A-H
- TOWER Diagram: Myself
- Lesson 13, Learning Sheet 1A
- Lesson 13, Learning Sheets 2A-2H
- Lesson 14, Learning Sheet 1A
- Lesson 14, Learning Sheets 2A-2H
- Lesson 15, Learning Sheet 1A
- Lesson 15, Learning Sheets 3A-3H
- TOWER Diagram: Martial Arts
- TOWER Diagram Score Sheet (blank)
- Theme Score Sheet (blank)

## Handouts

- Handout #1: Introductory Paragraph: Subtopic Structure
- Handout #2: Introductory Paragraph: Open Structure
- Handout #3: Introductory Paragraph: Lead-Off/Follow-Up Structure
- Handout #4: Detail Paragraph
- Handout #5: Concluding Paragraph: Subtopic Structure
- Handout #6: Concluding Paragraph: Lead-Off/Follow-Up Structure
- Handout #7: Concluding Paragraph: Open Structure
- Handout #8: Introductory Paragraph Strategy
- Handout #9: Concluding Paragraph Strategy
- Handout #10: Introductory Paragraph
- Handout #11: Detail Paragraph
- Handout #12: Concluding Paragraph
- Handout #13: Controlled Practice Learning Sheet
- Handout #14: Six Traits
- Handout #15: Success Formula
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- Handout #17: Checklists for Key Sentences
- Handout #18: Example Theme Assignment, p. 1
- Handout #19: Example Theme Assignment, p. 2
- Handout #20: Example Theme: Bertha's Amazing Impact on Jane Eyre, p. 1
- Handout #21: Example Theme: Bertha's Amazing Impact on Jane Eyre, p. 2
- Handout #22: Example Theme: To Smoke or Not to Smoke? That is the Question
- Handout #23: Example Theme: Ocean Treasures
- Handout #24: Sentence Writing Tools

# Handouts

Introductory Paragraph:

# Subtopic Structure

## Take Me Out to the Ball Game

“Take me out to the ball game...” is a happy song sung by people going to a baseball game. Baseball is a well-loved team sport played by nine people on each of two opposing teams. It is played on a special baseball field that is shaped like a diamond. Each team member has a special place to stand on the field and a special role to play. Each member also uses special equipment to play the game. Thus, the game of baseball, to be played properly, requires a special field, people to participate in it, and special equipment.

Introductory Paragraph:

# Open Structure

## A Houseful of Dogs

Three dogs can fill up a person's life! The story of how three dogs came into my life is one that spans twelve years. It's a story that began in 1992, when my big brother turned 10 years old and wanted a dog for his birthday. It continued when I turned 10 years old and begged for my own dog for my birthday. Now, seven years later, a third dog has joined the family because my brother is going to live in a big city and cannot take the dog he adopted in college with him until he can find an apartment that allows dogs. Interestingly, these three dogs, Sophie, Blaze, and Jackson, have very different characteristics and personalities, but they are all lovable and adored.

Introductory Paragraph:

# **Lead-Off/Follow Up Structure**

## **A Spaceship House**

“I can’t wait to go home and tell my husband that I was in a spaceship house!” exclaimed a visitor when touring my home. Actually, my home really is not a spaceship; however, most visitors are surprised when they walk inside. The outside of the home looks like it was built in the 1800s; the inside looks like it was built sometime in the future. Another surprise to the visitor is the fact that the walls have big holes cut in them. This means that a person can see what is happening in the next room. An additional surprise is that there are holes cut in the floors. This means that a person can look up through the floor and see three stories in places. Additional surprises are built into my home in a variety of ways, including the way the rooms are laid out, the lighting, and special conveniences in each room.

# Detail Paragraph

Jackson, the youngest of the three dogs, is a sight to behold and lots of fun. His head and back are covered in short, shiny, black hair. His legs and face are brown. The two brown spots above his eyes make him look like a comical clown. From the tip of his nose to the tip of his tail, he is a sleek muscle machine. He uses his muscles to leap and bound instead of walk. He also uses them to dig huge craters in the back yard and to dive into the river and swim laps. His personality is playful; he makes anything into a game. For example, he will grab a toy from someone's hand or a cap from someone's head, and he will play a game of keep away with it. His personality is also loveable. He snuggles up next to people in bed and licks their faces when they come home.



## Concluding Paragraph:

# Subtopic Structure

In conclusion, baseball is a game which requires a special field, several people, and special equipment. However, not all games of baseball require all that formal baseball games require. The field can consist of four pieces of cardboard or other markers for the bases. The people might only include a few people on each team. The equipment might be just a bat and a ball. Lots of games of baseball have been played in this way in neighborhoods all across America, and millions of people have had fun. That's why baseball is known as "America's pastime."

## Concluding Paragraph:

# Lead-off/Follow-up Structure

To summarize, living with three dogs like Sophie, Blaze, and Jackson, who have such different personalities, can be a challenge. People who take on such a challenge need to be prepared in a variety of ways. First, they need to have plenty of money. The dogs will need lots of food, shots, and help when they get sick or hurt. Second, people who have lots of dogs need to set aside time each day to give them exercise. Big dogs like Sophie and Jackson need to run at least 20 minutes a day, or they will drive their owners crazy by tearing apart the house. Third, people with several dogs need to have a way to get them clean. An outside hose is helpful for washing the dogs off and preventing mud from coming into the house. Once these preparations are in place, three dogs can fill a family's life with lots of love and affection.

Concluding Paragraph:

# Open Structure

To conclude, the various features of my house make it seem like a spaceship to some folks. However, the story of this house began at the time of the Civil War. In fact, it was standing at the time that Quantrill's raiders entered the town and killed all but two of the men in the town because they were against slavery. At that time, there were four rooms in the house, two on the first floor and two on the second floor. Since then, the house has had many rooms added and subtracted. The latest changes, like the holes in the walls and ceilings and the bridges, were made in 1978. These changes are the ones that make living in my house a real pleasure and that make some people exclaim that it is like a spaceship.

# **Introductory Paragraph Strategy**

**R**estate the topic

**A**dd the Introductory Option

**T**ell 3 ideas about the  
Introductory Option

**S**tate the subtopics & main  
message

Contributed by Frances Beversdorf

# **Concluding Paragraph Strategy**

**C**onclude with a transition

**A**dd the Concluding Option

**T**ell 3 ideas about the  
Concluding Option

**S**um it all up with a Clincher

Contributed by Frances Beversdorf

**Theme Title:** \_\_\_\_\_

# Introductory Paragraph

**Topic Sentence for Theme:** \_\_\_\_\_

**Detail Sentences:** \_\_\_\_\_

**Thesis Statement for Introductory Paragraph:** \_\_\_\_\_

## Detail Paragraph

**Topic/Transition Sentence for Detail Paragraph #\_\_\_\_\_:** \_\_\_\_\_

**Detail Sentences:** \_\_\_\_\_

Contributed by Frances Beversdorf

## Concluding Paragraph

**Concluding/Transition Sentence for Concluding Paragraph:** \_\_\_\_\_

**Detail Sentences:** \_\_\_\_\_

**Clincher Sentence for the Theme:** \_\_\_\_\_

Contributed by Frances Beversdorf



# Controlled Practice

## Learning Sheet 10A

### Writing a Detail Paragraph

Using the TOWER Diagram that we have already created, write the indicated sentences below for a Detail Paragraph.

1. Transition Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Lead-Off Sentence (include a transition): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Follow-Up Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Lead-Off Sentence (include a transition): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Follow-Up Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Lead-Off Sentence (include a transition): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Follow-Up Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contributed by Frances Beversdorf

# Six Traits

## IDEAS & CONTENT

- Pick an interesting topic.
- Brainstorm subtopics and details.
- Use a TOWER Diagram to organize your ideas.
- Include information that is important to you.
- Include information that shows what you know about the topic.
- Include specific information.
- Include new or little-known information.
- Decide your purpose for writing the paper.
- Include that purpose when planning the Thesis Statement.
- Plan interesting Introductory and Concluding Options.

## VOICE

- Make your writing different from other people's writing.
- Allow the reader to hear the your voice speaking in the writing.
- Express a mood.
- Express emotions or passion about a topic.
- Express a unique or different perspective.
- Express your personal treatment of a standard topic.
- Express your unique feelings and thoughts.
- Decide whether to use formal or informal speech or a combination.

## WORD CHOICE

- Use words that are specific and precise. Make sure they fit the context.
- Use colorful or expressive words.
- Avoid overused words.
- Change simple, boring words into words that are more descriptive or more interesting.
- Use similes and metaphors.
- Use a variety of transition words to link ideas.
- Paint a mental picture with your words.
- Use the thesaurus and dictionary carefully.

## SENTENCE FLUENCY

- Use PENS and MARK.
- Use a variety of sentence formulas.
- Combine sentences when you have too many Simple Sentences.
- Use a variety of Topic Sentences.

## CONVENTIONS

- Use WRITER and COPS.
- Use InSPECT to ensure correct spelling, even on difficult words.
- Make sentences easy to read.
- Paragraphs are indented.
- Polish your paper so it looks GREAT!

## ORGANIZATION

- Follow your TOWER Diagram when you write.
- Start the paper in a way that grabs the reader's attention.
- Provides some clues in the Introductory Paragraph about the main thesis of the paper and the content of the rest of the paper.
- Use a strong Thesis Statement.
- Make sure that each Detail Paragraph adds to the main idea of the paper.
- Make sure that each paragraph is connected to the other paragraphs in a meaningful way.
- Make sure the whole paper flows from start to finish using appropriate transitions between paragraphs.
- Use the Concluding Paragraph to wrap up the thesis of the paper and leave the reader with something to think about.

Contributed by Cyndi Gibson and Vicki Remar

# Success Formula

<b>Theme Writing Strategy</b>	<b>+</b>	<b>Effort</b>	<b>=</b>	<b>SUCCESS</b>
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## Teacher's Commitment Statement

I give you my commitment that I will work hard to teach you the Theme Writing Strategy.

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Date

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Signature

## Student's Commitment Statement

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Date

---

Signature

## Lesson 4 Quiz

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

Date: \_\_\_\_\_

1. What is the memory device for remembering the steps of the Theme Writing Strategy? \_\_\_\_\_

2. Name the steps of the Theme Writing Strategy.

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3. Name the three types of paragraphs in a theme.

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4. Name three examples of places where you might need to write a theme or where you might receive an assignment to write a theme.

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5. What is the purpose of the diagram?

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# Checklists for Key Sentences

## TOPIC SENTENCE

- \_\_\_ Names the theme topic
- \_\_\_ Starts the reader thinking or grabs the reader's attention
- \_\_\_ Introduces the Introductory Option (or the 2nd sentence does)

## THESIS STATEMENT

- \_\_\_ Names the theme topic
- \_\_\_ Names the subtopics
- \_\_\_ Leads into the theme gracefully (with the main message of the theme)

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## TOPIC/TRANSITION SENTENCE

- \_\_\_ Names the theme topic
- \_\_\_ Names the new subtopic
- \_\_\_ Provides a connection
- \_\_\_ Sometimes is a Clueing or Specific Topic Sentence

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## CONCLUDING TRANSITION SENTENCE

- \_\_\_ Names the theme topic
- \_\_\_ Tells the reader the theme is ending
- \_\_\_ Names or ties the subtopics together
- \_\_\_ Introduces the Concluding Option (or the 2nd sentence does)

## CLINCHER SENTENCE

- \_\_\_ Closes the theme
- \_\_\_ Names the theme topic
- \_\_\_ Summarizes the details in the Concluding Paragraph or restates the main message

## EXAMPLE THEME ASSIGNMENT

### 9th GRADE SOCIAL STUDIES

Research Paper on the Presidency of \_\_\_\_\_

You will first select an American President as the topic for this research using the following criteria, write a research paper in which you will evaluate the effectiveness of the President. It is not, you will see, a report on his life and death. That is only a small part of the assignment. The heart of the assignment involves investigating how he handled problems during his presidency. Not all presidents had wars or depressions to handle, but all had situations which they had to deal with. How they handled the challenges of the Presidency is at the heart of the paper.

- I. **BACKGROUND:** The first part of your paper should include a brief biography of your President. This should include the following information:
  - A. Birth: date, place, etc.
  - B. Parents: Who were they? What were their occupations and their financial status while he was growing up? Brothers and sisters?
  - C. Education: Elementary, high school, and college. What degrees did he earn?
  - D. Marriage and family: Whom did he marry and how many children did he have? How did his family affect his political life?
  - E. Life after office: Other positions held, volunteer groups he worked with, etc.
- II. **POLITICAL EXPERIENCE:** The office of the Presidency is not one that a person just “falls” into. Past presidents have usually worked their way up the ladder, gaining necessary experience from other political positions. Your job for this area is to find out what political experiences your President had prior to becoming President.
  - A. What local, state, or national public office(s) did your President hold?
  - B. Were there any other outstanding offices or positions held? I.e. Military experience
- III. **ROAD TO THE PRESIDENCY:** When evaluating the effectiveness of a President, it is important to understand what our society was like before he took office. Did he become President during favorable times or was our country involved in a crisis—war, bad economy, etc.
  - A. What was happening in the United States and the world up to five years before he was elected?
  - B. Describe the setting and the mood of the people when he became President, i.e. high unemployment, people mad at government officials, etc.
- IV. **ISSUES DURING THE PRESIDENCY:** How did the President deal with foreign and domestic problems that arose or existed during his administration? Select a total of FOUR major issues which the President had to deal with during his term(s) in office. Include two domestic issues, one foreign issue, and one more of your choice. For each issue answer the following questions.
  - A. Describe the problem and who was affected by it.
  - B. How did the President handle the problem?
  - C. Was the President able to persuade Congress to enact his programs and pass laws in order to solve the problem? What specific laws were passed?
  - D. Who were his advisors who helped make decisions?
  - E. How did the President’s decisions or actions impact the people? Did his actions result in more jobs, peace at home, lower interest rates, etc.

*This section is the major portion of credit on your paper. Do not neglect it.*

V. REFLECTIONS ON AND BY THE PRESIDENT: after his term as President, what did people say about his character? How did society remember him?

- A. What did ordinary people say about his character after the Presidency? I.e. Lincoln was remembered as Honest Abe because he was trustworthy and honest.
- B. What are some famous quotes associated with this person? Find and record at least THREE things he said about the nation or his presidency, or things said about him. Record who said them.
- C. What, if any, lasting effect did he have on the Presidency? Did he make the office of the President look good or bad in the eyes of the American people or the world? Give examples of comments made by people about his Presidency, or look at political cartoons about him during or after office.

#### VI. SUMMARY

Based on your research, write your own opinion of his presidency. Evaluate what he had to deal with and the outcomes and reactions of others when forming your own opinion. Give reasons for your opinion.

### Bertha's Amazing Impact on Jane Eyre

Charlotte Brontë created many important and interesting characters for the novel, *Jane Eyre*, including Helen, who was Jane's first friend and shaped the way Jane thought, and Mr. Rochester, who Jane loved and married at the end of the story. Although these characters were important, Bertha added a twist to the novel and, as a result, made the biggest impact on the story. Therefore, Bertha is the most important character in the story.

One reason Bertha is important is that she creates suspense in the story. When Jane arrives at Thornfield Hall, there are many mysteries hidden from her. One of these is the secret of Bertha's existence. Bertha is an insane, hideous woman who has dark, grizzled hair and, like an animal, grovels on all fours. While Jane is cleaning up a fire started by an unknown person (Bertha), Jane thinks that someone has plotted a murder against Mr. Rochester, but when he tells her to remain silent about the incident, suspense starts to build because the reader starts to wonder what he is hiding. Another example of suspense building is when Jane has to take care of the bleeding Mr. Richard Mason after he has been wounded by an unknown person (Bertha), and Rochester demands of Jane, "You will not speak to him on any pretext -- and -- Richard, it will be at the peril of your life if you speak to her"(220). Obviously, something is going on that Rochester does not want Jane to know, and this just builds up more and more suspense. Another example of suspense is when Jane awakes with an unknown creature standing in front of her wearing Jane's wedding veil and then rips it in two. The monster then walks over to her and thrusts a candle in Jane's face. Jane tells Rochester of this event, and he again denies the existence of Bertha by calling the incident a dream. Jane's gradual realization that a secret exists creates suspense in the story because the reader continues to wonder who and what is creating all this mischief.

Bertha's presence creates conflicts for the characters, and these conflicts keep the reader interested in the story. When Bertha sets the fire in Mr. Rochester's bed, and Grace is blamed for the fire by Jane, this sets up a conflict between Jane and Grace. When Richard Mason announces the marriage between Mr. Rochester and Bertha, a conflict between Jane and Mr. Rochester arises. Jane feels that



she cannot trust him because he lied to her about Bertha's existence. Jane also faces internal conflict. She must decide whether to leave Thornfield or stay as Rochester's mistress. As she faces this decision, she asks herself, "What am I to do?" (315). Then she reports that the answer her mind gave was "Leave Thornfield at once" (315). She then reports struggling with the answer by stating, "I wrestled with my own resolution" (315). She finally decides to end the relationship between herself and Mr. Rochester and to move away from him even though she loves him deeply. These conflicts are all important to the story because, without them, the story would have been ended early, and they would all have lived happily ever after.

A final reason Bertha is a very important character is that she creates an exciting climax for the story, which leads directly to the ending of the story. After Jane moves away and is living at the Moore house with St. John, Bertha creates a huge fire that leaves Thornfield in ruins. The fire is described as "A dreadful calamity! Such an immense quantity of valuable property destroyed: hardly any of the furniture could be saved. ...the building was one mass of flames. It was a terrible spectacle..." (456). More excitement is added when the reader learns about Mr. Rochester's fate in the fire. While trying to rescue Bertha from the fire, Mr. Rochester is blinded, and his hand is badly hurt and later amputated. Even more excitement is added when Bertha's fate becomes clear. After creating a scene by waving her arms and shouting, Bertha leaps off the roof and smashes into the pavement. She's "Dead! Ay, dead as the stones on which her brains and blood were scattered"(458). Because his wife is now dead, Rochester is allowed to marry again. Jane and Mr. Rochester meet again and soon get married and have a child. Thus, the death of Bertha allows the marriage of Jane and Mr. Rochester and soon ends the story.

Although there are several great characters in the story, without Bertha, the story would have been ended after the initially planned marriage of Jane and Mr. Rochester. Bertha's presence created conflict for the main characters and an interesting story for the reader. Her unpredictable behavior created suspense that led up to a memorable climax. Thus, Bertha had the greatest impact on the story, which made her the most important person in the novel.

## **To Smoke or Not to Smoke? That is the Question**

Iowa recently initiated a plan to reduce tobacco use among Iowans by the year 2000. Part of this plan is a newly passed law banning teens who are under the age of 18 years from possessing or using tobacco. Violation of this law results in a fine of up to \$100 and a trip home in the back of a squad car. Thus, this law will significantly reduce the amount of tobacco use by all Iowans, right? WRONG.

Attempting to reduce tobacco use is a laudable idea; however, only teens under 18 are prohibited from smoking. This means that only a small portion of Iowa's population will use less tobacco since adults are not affected by the new law. In other words, tobacco-using adults will continue to put into the air what the new law was designed to take out: smoke.

Researchers have found that a person sitting in a room with a smoker is exposed to "second-hand" smoke. This second-hand smoke can sometimes prove more dangerous to a nonsmoker than to the person smoking. In fact, many non-smokers develop heart disease, lung cancer, and other irreparable ailments after years of exposure to smoke. Teenagers can sit next to people having cigarettes and get the same results without getting arrested. Thus, the new law will not reduce tobacco use.

Another reason tobacco use will not be reduced is the problem of the limited number of available police officers. In many of our major cities, crime is already out of control. By making the use or possession of tobacco by minors illegal, the legislature is basically creating a whole new realm of crime, not only through smoking teens, but also through the black market's inevitable selling of underground tobacco. Therefore, police do not have the time to search for smoking teens; it should not be their responsibility.

Because teens under the age of 18 are considered minors, their parents are held responsible for them. Consequently, it should be the parents' decision whether or not the children are allowed to smoke. If parents let the government dictate how to raise their children, they are essentially relinquishing their hold on their children and on themselves.

## Ocean Treasures

Deep beneath the ocean blue, this extraordinary diver takes us up to Merianna's Trench. The Merriana's Trench is the deepest part of the Atlantic Ocean. The depth of this vast region consists of 350,00 miles of just ocean water. This man takes us down to take a look at just what we might be able to find and explore.

The first thing you notice are the geographical terrain and how it differs from that of the earth's surface. What type of organisms and such could be contained in it?

The diver takes his pick and removes a reddish colored rock that was connected to a huge boulder. He placed it in his sack, and proceeded downward to see what else we can find.

As we protrude deeper, the diver is taking specimens to explore when we reach the surface. It's really odd to really notice all the life that exists in the ocean.

Now the diver seems to be putting together a type of net to capture some specimens to test. He knows he has about all the specimens and materials he needs. The trip to the top will be a long and hard one.

### Simple Sentence =

- 1 independent clause
- subject and verb
- complete thought

### Compound Sentence =

- 2 or more independent clauses

### Complex Sentence =

- 1 or more independent clauses
- 1 dependent clause which begins with a subordinating conjunction and must have a subject and verb

### Compound-Complex Sentence =

- 2 or more independent clauses
- 1 or more dependent clauses which begin with a subordinating conjunction and must have a subject and verb

SV SSV  
SVV SSVV

I, cI I;I

ID D;I

D;I,cI D;I;I  
ID,cI ID;I  
I,cID I;ID

### Coordinating Conjunctions connect equal ideas (FANBOYS)

, for = because , but = opposite  
, and = added to , or = choose one or other  
, nor = not one or the other , yet = but  
, so = get a result

### Subordinating Conjunctions connect a dependent idea with an independent idea

after	because	like	though
although	before	once	unless
as	even if	provided	until
as if	even though	rather than	when
as long as	if	since	whenever
as soon as	in order that	so that	while
as though	just as	than	

### BE verbs (helping verbs)

be  
being  
been

### Linking verbs (helping verbs)

am  
are

is

was  
were

### Helping Verbs

C	can	could	do	does	d	B.	be	been	being	S	shall	should	will	would	w	was	were	i	is	m	may	might	must	23
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### Infinitives CROSS OUT

to swim

to go

### verb action =

physical  
mental

### NOT & NEVER = adverbs

**CROSS OUT**  
*never part of the verb*

### Pick a formula

Explore words to fit formula  
Note the words

### Search for verb and subject

- ✓ capital to begin
- ✓ end punctuation
- ✓ sentence makes sense

**Noun Phrase** = simple subject & words that describe the subject (identify only the subject)

**Verb Phrase** = action or state of being verb & all helping verbs (identify the entire verb phrase)