

WEEK AT A GLANCE

WEEK 13

LITERATURE

A Closer Look at God's Word

About the Author: Thomas Paine

Video: "History Brief: Thomas Paine and The Crisis" (4:19)

Resolute Reader

Crisis #1

COMPOSITION

Essay on excerpt from Thomas Paine's *Crisis #1*

Student Example

A CLOSER LOOK AT GOD'S WORD

DIRECTIONS:

Copy the text exactly as it is written, including all punctuation on the lines provided. Then answer the question about the text.

Judges 8:22-23 (ESV)

“Then the men of Israel said to Gideon, ‘Rule over us, you and your son and your grandson also, for you have saved us from the hand of Midian.’ Gideon said to them, ‘I will not rule over you, and my son will not rule over you; the Lord will rule over you.’”

What is the repeated idea in Judges 8:22-23?

What is the contrasting idea in Judges 8:22-23?

ABOUT THE AUTHOR

THOMAS PAINE

DIRECTIONS:

Complete the information about Thomas Paine from an internet search.

Birth:

Death:

Place of Birth:

Higher Education:

When did Paine emigrate to the colonies?

What famous publications is Paine known for?

VIDEO

HISTORY BRIEF: THOMAS PAINE AND THE CRISIS (4:19)

YOUTUBE VIDEO POSTED BY READING THROUGH HISTORY,
PUBLISHED ON OCT 4, 2015

COMPOSITION

DIRECTIONS:

Read the following essay prompt: Explain how Thomas Paine builds an argument that freedom through perseverance is possible.

Read “Crisis #1” in *Resolute Reader* and annotate for elements of style and persuasion.

ANNOTATE FOR THESE ELEMENTS AS SUPPORT FOR HOW THE AUTHOR BUILDS AN ARGUMENT:

- Facts
- Statistics
- Anecdotes
- Counter Arguments
- Connection between the claim and the evidence to support it
- Elements of Style
- Effects of arguments on the readers
- Elements of Persuasion especially ethos, pathos, and logos
- Annotate for fallacies to reveal how an author weakens his argument

ESSAY PROMPT:

Write a hand-written essay in which you explain how Thomas Paine builds an argument that the colonists should continue the fight against King George III and Britain. Instead of typing this essay, write on two sheets of lined paper using the front and the back for the entire essay. You may make notes on another sheet of paper. Only the front and back of two sheets of lined paper will be graded.

DO PUT THESE SECTIONS IN YOUR ESSAY:

Short introduction with Hook, Summary, Thesis (Thesis comes from the prompt.)

Body Paragraph

Short Conclusion with Thesis, Summary of Points, Connection to hook

Sentence Leveling is the key to good commentary. Your sentences should explain how the elements of style or persuasion help the author persuade an audience or in other words: how he develops the argument

Commentary: Explain how specific words, images, structure etc... are used in the sentence. Explain how they are significant, important or what they show. Connect this significance to the Thesis idea. If you need more commentary, write more about the prior sentence.

TIMED ESSAY

Timeline: A rough estimate of how to use your time: 45 minutes to read and annotate and 45 minutes to write essay.

Set a timer for 90 minutes. Stop writing when the timer goes off, put your pen down, and put away your essay.

REMEMBER

Always have an introduction and conclusion. Put a conclusion on all timed essays before you turn them in.

Find at least four elements as support for how the author develops an argument.

Think about how each element affects the reader and how it is persuasive

Examine structure. Structure isn't everything, but it almost is. Think about how the author's essay is more persuasive because of its structure.

Transition between examples.

Write your essay using the author's persuasive elements or fallacies as they happen in the text from beginning to end.

Write essay in present or past tense-Be consistent regardless of what tense you use.

A POSSIBLE THESIS STATEMENT FOR THIS ESSAY IS:

In his excerpt from *The American Crisis entitled Crisis #1*, Thomas Paine uses various elements to build an argument persuading the colonists that freedom through perseverance is possible.

ESSAY WILL BE TURNED IN AT THE BEGINNING OF WEEK 14.

ESSAY ON THOMAS PAINE'S CRISIS #1 RUBRIC			GRADE: _____ / 70	
	EXCEPTIONAL	SATISFACTORY	PROGRESSING	BEGINNING
Language	Robust word choice and control of language in essay. (20 pts)	Mostly effective word choice and control of language in essay. (17 pts)	Adequate word choice and control of language in essay. (15 pts)	Minimal effective word choice and control of language in essay. (12 pts)
Grammar, Spelling, and Punctuation	There are no spelling or punctuation errors in the final draft. (10 pts)	There are a few spelling or punctuation errors in the final draft. (8 pts)	There are several spelling or punctuation errors in the final draft. (6 pts)	There are many spelling or punctuation errors in the final draft. (4 pts)
Structure	Writer clearly arranges the structure of the essay answering the prompt with a logical flow of ideas. (20 pts)	Writer mostly arranges the structure of the essay answering the prompt with a logical flow of ideas. (17 pts)	Writer somewhat arranges the structure of the essay answering the prompt with a logical flow of ideas. (15 pts)	Writer begins to arrange the structure of the essay answering the prompt with a logical flow of ideas (12 pts)
Commentary (Analysis)	The writer exceptionally develops the thesis through elements of style, facts, anecdotes, etc., and detailed commentary. (20 pts)	The writer mostly develops the thesis through elements of style examples and detailed commentary. (17 pts)	The writer somewhat develops the thesis through elements of style examples and detailed commentary. (15 pts)	The writer begins to develop the thesis through elements of style examples and detailed commentary. (12 pts)

STUDENT EXAMPLE

COMMON SENSE ESSAY

Luke G.

Can a monarch act selflessly for their people? Thomas Paine argues that the answer is likely no. In *Common Sense*, Thomas Paine uses various elements to convince his readers that monarchy will only lead to problems for the population.

Paine advances his argument in several ways. He uses biblical allusion stating that monarchy cannot be defended by scripture, and that it is clear that a monarchy was not God's will. Paine is appealing to the Christian audience's love and respect for God. This would put things into perspective and maybe convince them to reconsider whether a monarchy is what God has for them. Paine's choice of biblical example would be convincing for an audience so familiar with scripture. The next argument Paine uses is the biblical list of consequences stemming from a king. Using negative diction like "bribery", "oppression", and "favoritism" toward officials would be all too similar to how the British rule. Paine's list of consequences could remind the colonists of the evils of a monarchy. The symbol of a good monarchy is centered around the honor and the royal standing of a particular family who seem to have a right to rule. However, what right does a family have if they simply usurped the throne? Paine points out that William the Conqueror, founder of the line of England's monarchy, simply took over, thus having no claim to his rule. This reminder would leave the colonists wary to propose that the royal family has the right to rule. Finally, Paine concludes his argument with the idea that the king of England has no real business with his subjects. With the rule in the hands of governors and local officials, Paine states that all the king does is go to war and give land away. Using pathos appealing to the colonists' negative feelings about being controlled by a monarch, this argument would be especially relevant because they had just finished with a war against France.

Throughout *Common Sense*, Thomas Paine uses several arguments to convince the colonists that monarchy was only causing trouble.