*5 Steps to a 5* Chapter 5: “Introduction to the Analysis Essay”

Write all answers/responses/paragraphs on separate paper, numbering them as indicated. Follow instructions for all work that is done in the book/packet itself.

Get out paper, a black pen, red pen, and highlighters. For the time being, give the pencil to your younger sibling or family pet***. Follow my instructions carefully***. Estimated time total: 2-2 ½ hours. I suggest breaking this assignment into 2-3 days. Do not try to do it all at once. And most importantly, do not take any shortcuts on any of this. A thorough job with this one assignment will improve your essays tremendously.

**1**. Read pages 67-71 carefully. List 3 items of information that are either new to you or that seem interesting or surprising.

 Highlight everything that you think is important.

 If you need to review the terms in the glossary, do so now.

 P. 70: Read the descriptions for each level of the rubric; you will need to be familiar with them.

Look at the schedule on page 71. Think about what your time strategy plan should look like.

**2.** “Working the Prompt” [This part is very important; read ever so carefully]

Define “topic adherence” and explain what you think are the 2 most important reasons to do a careful annotation of the AP prompt. Give your reasons.

Read all of p. 71-72: Notice the “Tip” on p. 72.

Read the middle of page 72. Decide which of these strategies you want to use and do so with the excerpt on pp. 72-73, using whatever system you want to devise. [This took me 15 minutes, not 8-10 minutes. I used 3 different colors of highlighters. I will check this.]

Study their analysis (pp. 72-75). This approach would have been somewhat unwieldy for me, but it is important that you develop shorthand that works for YOU. Use what you have been doing on your columnist assignments to help you here.

P. 75: READ/STUDY “Developing the Opening Paragraph”

**3.** Write your own opening paragraph. Does yours closely match A,B, C, or D? Study the differences for each on p. 76-77.

**4.** Read pp. 77-78 carefully. The first third of each class will write ONE paragraph about tone.

The second third will write ONE paragraph about structure.

The third third will write ONE paragraph about selection of detail.

TIP: p. 78: STUDY GROUP = KEY TO SUCCESS. Many of you already communicate with one another via texts or Facebook, but you should also form a study group. Limit it to 3-5 people. Stay away from slackers. You know who they are. Include a task-master—someone who will drive you to success and keep you on track. Include someone with parents who will welcome you into their home. Include a baker (or at least someone with Papa John’s number on speed dial). Include someone who understands satire, irony, and humor.

**5.** Stop at the middle of page 78 and summarize the authors’ advice about conclusions.

Read Student Sample A and B, using the red pen and highlighters. I WILL CHECK THIS.

Highlight analytical statements; write a ![C:\Users\mcchesnj\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0UWBPS6I\MC900433820[1].png]() beside something thought-provoking.

Write Q in the margin by each quotation integrated within the essay.

If you recognize an epiphany (insight), underline it and write E! in the margin.

Circle all the verbs that refer to the action of a/the writer. For example, in the 1st paragraph I circled “have,” “convey,” “saying,” “portray,” “describing,” “does,” “reveals,” “setting [the stage]”

Bracket transitional words/phrases (connective tissue). In the first few lines I bracketed [Through], [While], [Beginning in the first line of the passage], [In addition]

**6.** Read carefully the explanations for the rubrics on pages 81-82.

 Write two interesting comments about 9 essays and two interesting comments about 2 essays.

 Read the reasons given for Sample A being a higher level paper and Sample B a medium level paper.

 Beside each comment, make a check if you can see this, a ? if you are not sure, or “no” if you did not until reading the comments.

P. 83 “Now It’s Your Turn”: Read this, but to NOT do this. [THIS IS A GOOD STOPPING POINT]

**OTHER TYPES OF ANALYSIS ESSAYS**

Read this section carefully; highlight the most significant points. Place comments or symbols in the margin.

Pages 84-85 Spend 8-15 minutes working the prompt. [Their approach to this essay is one I am more comfortable with.] Now compare your notes with theirs. I WILL CHECK THIS.

**7.** Write a well-developed opening paragraph.

**8.** p. 89-90: Now read carefully Sample A, B, C, D; also study the analysis of each. Which is the closest to your own “voice”? Be specific. Which one might you want to try emulating?

**9.** Write a paragraph after carefully reading 90-91, **highlighting** significant information. Be sure to get instructions from me before doing this. The first third of each class will write a paragraph about **selection of detail**. The second third will write about **imagery**. The third third will write about **tone.**

Read carefully the 2 sample student essays *following the same instructions* as given for the Capote essay. I WILL CHECK THIS.

**10**. Write the three most important things you learned.

**11**. Describe changes you are considering (in how you approach writing this type of essay).

**12**. Plan a method of annotation that does not involve using different pens. Consider circles, wavy lines, symbols. Develop a short hand that works for you.