**CRITICAL ESSAY - *NIGHT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| PROMPT Discuss the idea(s) developed by the text creator(s) about the **role that self-preservation plays when individuals respond to** **competing demands.** (June 06) |

**INTRODUCTION**

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| --- | --- |
| **HOOK**  **(catch reader’s interest)** |  |
| **MOTIF(s) = explain** |  |
| **Context established**  **(*how the text supports the MOTIF*)** |  |
| **Characters are introduced**  ***(if relevant*)** |
| **Thesis** |  |

* Thesis Formula:
  + *In (name of text), the author (name) develops the idea* ***that******… through ..., …, ….***

BODY PARAGRAPH #1

|  |  |
| --- | --- |
| **Topic Sentence**  (state your argument) | What are you trying to prove that supports the THESIS. |
| I**ntroduce** the Quotation / example | Explain where the quote or example is coming from in the text. Who says it? When is it said? |
| Q**uote or example**  (Write the quote & cite the quote) | Write it down. Word for word. Don’t be lazy. If you need to skip parts of it, because they’re not important, use “…” to indicate where you skipped. (page \_\_\_\_\_\_) If you don’t have the quote, then provide a clear example from the text. |
| **Analyze the quote or example** (justify how the quote relates to your argument. | Don’t just repeat what the quote means. Assume the reader knows what it means and **explain** how it is connected to the argument you are trying to prove. The majority of your paragraph should be spent here. Use at least two to three sentences.  *illustrates shows exemplifies supports implies suggests demonstrates indicates* |
| Transition | Transition to second example and analysis to support your topic sentence. |
| I**ntroduce** the Quotation |  |
| Q**uote or example**  (Write the quote & cite the quote) | Write it down. Word for word. Don’t be lazy. If you need to skip parts of it, because they’re not important, use “…” to indicate where you skipped. (page \_\_\_\_\_\_) If you don’t have the quote, then provide a clear example from the text. |
| **Analyze the quote or example** (justify how the quote relates to your argument. | *illustrates shows exemplifies supports implies suggests demonstrates indicates* |
| **Summary** |  |

BODY PARAGRAPH #2

|  |  |
| --- | --- |
| **Topic Sentence**  (state your argument) | What are you trying to prove that supports the THESIS. |
| I**ntroduce** the Quotation | Explain where the quote is coming from in the text. Who says it? When is it said? |
| Q**uote or example**  (Write the quote & cite the quote) | Write it down. Word for word. Don’t be lazy. If you need to skip parts of it, because they’re not important, use “…” to indicate where you skipped. (page \_\_\_\_\_\_) If you don’t have the quote, then provide a clear example from the text. |
| **Analyze the quote or example** (justify how the quote relates to your argument. | Don’t just repeat what the quote means. Assume the reader knows what it means and **explain** how it is connected to the argument you are trying to prove. The majority of your paragraph should be spent here. Use at least two sentences.  illustrates shows exemplifies supports implies suggests demonstrates indicates |
| Transition |  |
| I**ntroduce** the Quotation |  |
| Q**uote -** (Write the quote AND cite the quote) |  |
| **Analyze the quote or example** (justify how the quote relates to your argument. | illustrates shows exemplifies supports implies suggests demonstrates indicates |
| **Summary** |  |

BODY PARAGRAPH #3

|  |  |
| --- | --- |
| **Topic Sentence**  (state your argument) | What are you trying to prove that supports the THESIS. |
| I**ntroduce** the Quotation | Explain where the quote is coming from in the text. Who says it? When is it said? |
| Q**uote or example**  (Write the quote & cite the quote) | Write it down. Word for word. Don’t be lazy. If you need to skip parts of it, because they’re not important, use “…” to indicate where you skipped. (page \_\_\_\_\_\_) If you don’t have the quote, then provide a clear example from the text. |
| **Analyze the quote or example** (justify how the quote relates to your argument. | Don’t just repeat what the quote means. Assume the reader knows what it means and **explain** how it is connected to the argument you are trying to prove. The majority of your paragraph should be spent here. Use at least two sentences.  illustrates shows exemplifies supports implies suggests demonstrates indicates |
| Transition |  |
| I**ntroduce** the Quotation |  |
| Q**uote -** (Write the quote AND cite the quote) |  |
| **Analyze the quote or example** (justify how the quote relates to your argument. | illustrates shows exemplifies supports implies suggests demonstrates indicates |
| **Summary** |  |

**CONCLUSION**

***This is your final “SO WHAT?” Make sure that you are summarizing the information you provided in your essay (ideas and evidence), but you are NEVER introducing new ideas.***

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| --- | --- |
| **Re-state Thesis**  **In different words** |  |
| **How has the Supporting arguments**  **(Topics) proven your argument (thesis)** |
| **Remind how Context of the text supports the ideas** |  |
| **Any concluding commentary about the Character(s)** |
| **Perhaps referencing what Wiesel was trying to do (purpose) in connection to self-preservation** |
| **Any concluding comments about self-preservations response to competing demands.** |  |