

Grade 7 ▶

Unit Two

PRE-INSTRUCTION CHECKLIST ●▲◆★ Initial exposure → Mastery; ■ Maintenance

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Expository: Informative Report
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILLS

Paragraph Unit
Showing Not Telling

GENRE FOCUS

Expository: Informative Report

NOTES

Students should be familiar with the informative report genre. Because of this familiarity, this unit provides an opportunity for students to hone their organizational and brainstorming skills. Introduce a variety of organizational essay writing techniques, including mapping, outlining, and webbing by providing examples of each. Help students narrow their focus.

Review any elements of grammar that will aid in the revision process.

PATTERN STATEMENT

Organization aids understanding

ADDITIONAL NOTES

The pattern, *Organization aids understanding*, can be illustrated by engaging students in a multi-step task, such as creating a work of origami. The teacher provides the necessary materials and then provides verbal directions for the students to follow, intentionally giving steps out of order, presenting some steps in very vague terms, and generally making the directions so confusing that the students' results represent the chaotic directions. Repeat the activity, providing clear and organized directions (EX-ex).

The students can then discuss the following questions (EX-co):

- What happened? Why weren't the results better in the first round?
- How did the directions given in the second round differ from those given in the first round? Why were the directions given in the first round difficult to follow?
- What general principle is illustrated by the relationship between how the directions were given and your ability to follow them?

Using additional questioning, the teacher can then guide students to recognize the pattern: *Organization aids understanding* (EX-el). The EXperience strand can conclude with students identifying examples from their own lives when a lack of organization led to chaotic results and how those results could have been different if the process leading to them had been organized (EX-ap).

As instruction enters the COMprehension strand, emphasize the value of good organization. A well thought-out plan is essential if the student wants his or her message to be presented clearly. Organization takes time and thought. Award-winning author Ernest Hemingway once said, "My working habits are simple: long periods of thinking, short periods of writing."

The importance of good organization can be illustrated at the brainstorming stage of an essay. Select a topic, i.e. cats. Have students list several characteristics about the topic that could be researched for an essay (cats: breeds, instincts, dietary needs, care, reputations).

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Provide or write as a class an essay that covers all of the characteristics the students listed. This piece will either be too long for a middle school assignment or too choppy and vague. Next, provide an example of an essay that offers more information on fewer characteristics. This piece is likely to be more informative and pleasant to the reader.

The value of good organization can also be illustrated by dismembering a piece of writing and analyzing its sentences and paragraphs. This technique will work with

most genres. Retype an informative essay (your own, a previous student's, or one published) making sure each sentence begins on a new line. Add several sentences to the bottom of the retyped version. The sentences may or may not relate to the original material. Print several copies of the retyped version. Cut the sentences apart. Students, working in groups of two or three, should then organize the sentences into paragraphs that flow logically. Each sentence should support the paragraph's topic sentence. Instruct the students to set aside any sentences that aren't necessary.

REVISION SKILLS

PARAGRAPH UNIT			
Objective		Checklist	
<p>With teacher prompting, student reviews the paragraphs within a draft and revises the draft so that each paragraph represents a cohesive and singular unit of thought.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read the draft one paragraph at a time. <input type="checkbox"/> For each paragraph, ask: "What do I want to say here? What point do I want to make?" (Provost, 1985, p. 44). <input type="checkbox"/> Identify the sentence that states that idea. If no such sentence exists, consider adding one. <input type="checkbox"/> Review every sentence in the paragraph. If any do not develop or support the central idea, consider moving or deleting them. 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ All paragraphs feature topic sentences and focus on a single idea AND each sentence supports its paragraph's main idea. ▶ No paragraphs digress from the report's central focus. ▶ Paragraph order provides a logical order for the reader, and effective transitions provide good flow for readers. ▶ Additional revision may minimally improve the report, but writing clear paragraphs that focus on one topic has been mastered. 	<ul style="list-style-type: none"> ▶ All paragraphs feature topic sentences and focus on a single idea AND each sentence supports its paragraph's main idea. ▶ No paragraphs digress from the report's central focus. ▶ Paragraph order provides a logical order for the reader, but a lack of effective transitions negatively influence the report's flow. ▶ Additional revision may strengthen the writing by improving the report's flow with effective transitions between ideas/ paragraphs. 	<ul style="list-style-type: none"> ▶ Most paragraphs feature topic sentences and focus on a single idea. Few sentences fail to support a paragraph's main idea. ▶ One paragraph seems to digress from the report's central focus, AND/OR ▶ Paragraph order does not provide an optimal logical flow for the reader. ▶ Additional revision would strengthen the writing by eliminating sentences that do not support main ideas, by focusing all paragraphs on the report's central idea, and/or by restructuring paragraph order for a more logical flow. 	<ul style="list-style-type: none"> ▶ Several paragraphs fail to focus on a single idea; topic sentences are absent and most sentences do not support a main idea. ▶ Paragraphs do not flow in a logical order AND/OR ▶ Paragraphs do not support the essay's main idea. ▶ Additional revision would significantly strengthen the writing by adding topic sentences to every paragraph.

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SHOWING NOT TELLING			
Objective		Checklist	
<p>With teacher prompting, student reviews the portrayal of characters within a narrative or biographical draft and identifies ways “character-istics” can be shown rather than stated and makes the desired revisions.</p>		<p><input type="checkbox"/> Read the draft to identify sentences/paragraphs/sections that explain something.</p> <p><input type="checkbox"/> Ask yourself if it is possible to show the same ideas through action or dialogue. If so, make the revisions that entrust the reader to reach appropriate conclusions.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writer exhibits a clear understanding of how to show a character or subject’s traits rather than merely telling the reader about them. Multiple examples of showing rather than telling are evident, and the writer selected details that support the text’s central focus. ▶ Additional revision may minimally strengthen the writing but showing rather than telling appears to have been mastered. 	<ul style="list-style-type: none"> ▶ Writing reveals a consistent ability to show a character or subject’s traits rather than merely telling the reader about them. Multiple examples of showing rather than telling are evident. ▶ Some details, while shown rather than told, seem unimportant for the writer’s focus. ▶ Additional revision could strengthen the writing by editing details that do not support the writer’s focus. 	<ul style="list-style-type: none"> ▶ Writing reveals a limited ability to show a character or subject’s traits rather than merely telling the reader about them. At least two examples of showing rather than telling are evident. ▶ Additional revision may strengthen the writing by converting additional “telling” examples to showing examples. 	<ul style="list-style-type: none"> ▶ Writing tells the reader what is happening rather than showing through strong word choices. ▶ Additional revision could significantly improve the text and its interest.

GENRE

EXPOSITORY: Informative Report			
Definition		Objective	
Provides an objective and thorough summary of some topic. Coverage, while complete, is often more general than specific in nature with only enough detail to validate a fact.		With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative biographical report based on content gathered from multiple resources (i.e., sufficient for the topic), including at least one interview.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative biographical report ▶ Writing provides an objective summary of the topic, including details that connect the important stages of the subject's life and accomplishments. ▶ Writing features a consistent narrative flow that makes it interesting and clear for the reader. ▶ Additional revision may minimally improve some aspects of the text. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative biographical report ▶ Writing provides an objective summary of the topic, including details that connect the important stages of the subject's life and accomplishments. ▶ Writing indicates an attempt at narrative flow but its inconsistency leaves a few sections that read like a list. ▶ Additional revision may improve some aspects of the text, including a consistent narrative flow. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative biographical report ▶ While fairly complete in scope, the text lacks some key, connecting information that would help the reader better understand the subject's development AND/OR ▶ Writing often reads like a list, jumping from fact to fact without a narrative flow. ▶ Additional revision would improve the text's thoroughness by adding key connecting details and/or improving flow throughout the text. 	<ul style="list-style-type: none"> ▶ Writing lacks cohesiveness, presenting scattered and seemingly unrelated details that fail to provide an understanding of the subject AND/OR ▶ Writing lacks cohesiveness, presenting a confusing mix of information presented in ways that lack clarity ▶ Additional revision could significantly improve the text.

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PRACTICE TEXT

COACH PAUL “BEAR” BRYANT

More than two decades have come and gone since football coach Paul “Bear” Bryant passed away, but his legend is very much alive among players, fans, and coaches today. His 38 year record speaks volumes: 323 victories, 6 national championships, and 13 Southeastern Conference titles. Beyond his impressive coaching record, this man commanded a huge presence as a symbol of strength and leadership for life. “Sacrifice. Work. Self-discipline. I teach these things, and my boys don’t forget them when they leave,” he declared. (Winters)

Paul Bryant was born September 11, 1913, in Moro Bottom, Arkansas. His father was a poor farmer, and Paul was the eleventh of twelve children. By the time he was thirteen, he was 6 foot 1 and weighed 180 pounds. His nickname “Bear” was given to him because he wrestled a bear. Bear had never seen a football game when he first played offensive end and defensive lineman as an eighth grader on the high school team. He received a scholarship to Alabama in 1931 and helped Alabama go 23-3-2 by 1935. In 1936 Bryant began his coaching career. His mother wanted him to be a preacher. He told her that coaching was a lot like preaching. (Winters)

After six years as an assistant coach, first at Alabama and then at Vanderbilt, Bryant served in the Navy during World War II. In true “Bear” style, he refused an order to abandon a damaged ship and saved the lives of his men. After the war, Paul turned teams into winners when he was head coach at Maryland for one year, revived the football program at Kentucky to a 60-23-5 record in eight seasons, and moved on to Texas A&M. He took them from a 1-9 season to 9-0-1 season two years later.

In 1958 Bryant was asked to return to his alma mater. He said he heard his mother calling and signed a contract to coach the Crimson Tide. He poured himself into players like Pat Trammell, his gutsy quarterback. When Pat received an offer from the NFL, Bryant told him to go to medical school. Trammell followed his advice but passed away at the age of 28. Bryant said this was the saddest day of his life. In the 1960s Coach Bryant put Alabama football on the map with football greats like Joe Namath and Kenny Stabler. He also recruited the first African American players to play for Alabama.

Loyal Alabama fan Kevin Mackenzie remembers the strength of Bryant’s character. “Coach Bryant was an extremely humble man. He was quick to credit others when Bama was successful and just as quick to take full responsibility when things did not go in Bama’s favor.” Mackenzie also admired Bear’s strong desire and will to win and saw him as a “master motivator” who expected excellence and got it. (Mackenzie)

Certainly Coach Paul “Bear” Bryant was more than a coach. He was a leader who knew how to mold men into winners, by seeing them as individuals and building them into a team. He summed up coaching by saying that you have to learn how to hold a team

together, lift some men up, and calm others down until they share a heartbeat. That's when Coach Bryant said they became a team (Winters).

BIBLIOGRAPHY

Barra, Allen. *The Last Coach: A Life of Paul "Bear" Bryant*. New York: W. W. Norton, 2005.

Dunnivant, Keith. *Coach: The Life of Paul "Bear" Bryant*. St. Martin's Griffin/Thomas Dunne Books, 2005.

Mackenzie, Kevin B. "Memories of Paul 'Bear' Bryant." Interview, 30 June 2009.

Puma, Mike. "Bear Bryant 'simply the best there ever was.'" Sports Century Biography. (http://espn.go.com/classic/biography/s/Bryant_Bear.html), 2007.

Winters, Brad. "Leadership Quotes by Coach Bear Bryant." (<http://www.coachlikeapro.com/coach-paul-bear-bryant.html>), 2009.

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

COACH PAUL "BEAR" BRYANT

More than two decades have come and gone since football coach Paul "Bear" Bryant passed away, but his legend is very much alive among players, fans, and coaches today. His 38 year record speaks volumes: 323 victories, 6 national championships, and 13 Southeastern Conference titles. Beyond his impressive coaching record, Bryant conveyed a huge presence of strength and leadership for life. "Sacrifice. Work. Self-discipline. I teach these things, and my boys don't forget them when they leave," he declared (Winters). Paul Bryant was born September 11, 1913, in Moro Bottom, Arkansas. His father was a poor farmer, and Paul was the eleventh of twelve children.

By the time he was thirteen, he was 6 foot 1 and weighed 180 pounds. Bryant earned the nickname "Bear" by accepting a challenge to wrestle a bear at a carnival, The bear bit Bryant's ear during the content, and the nickname "Bear" stuck.

Bear had never seen a football game before playing offensive end and defensive lineman as an eighth grader on his high school team. He learned the game quickly and received a scholarship to Alabama in 1931. His skills in football helped Alabama achieve a 23-3-2 season by 1935.

In 1936 Bryant began his coaching career even though his mother had other plans for him. "Mama wanted me to be a preacher," he remembered. "I told her coachin' and preachin' were a lot alike" (Winters). He served six years as an assistant coach, first at Alabama and then at Vanderbilt, before serving in the Navy.



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Throughout World War II, Bryant showed courage in dangerous circumstances. In true “Bear” style, he refused an order to abandon a damaged ship and instead saved the lives of his men.

After the war, Bryant returned to coaching and turned teams into winners. He coached at Maryland for one year, and then revived the football program at Kentucky to a 60-23-5 record in eight seasons. He then moved on to Texas A&M and took their football team from a 1-9 season to 9-0-1 season in just two years. In 1958 Bryant was asked to return to his alma mater. He said, “I heard Mama calling,” and signed a contract to coach the Crimson Tide at Alabama.

Bryant formed lasting relationships with his players and poured himself into players like Pat Trammell, his gutsy quarterback. When Trammell received an offer from the NFL, Bryant suggested he make a different choice. “Go to medical school,” Coach Bryant advised. Trammell followed his advice, but passed away at the age of 28. “It’s the saddest day of my life,” Bryant responded when he heard the news. In the 1960s Bryant put Alabama football on the map by coaching football greats like Joe Namath and Kenny Stabler. Bryant also recruited the university’s first African American players.

Loyal Alabama fan Kevin Mackenzie remembers Bryant’s strength of character and humility. “Coach Bryant was an extremely humble man. He was quick to credit others when Bama was successful and just as quick to take full responsibility when things did not go in Bama’s favor.” Mackenzie also admires Bear’s strong desire and will to win and saw him as a “master motivator” who expected excellence and got it (Mackenzie).

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