Wes Moore IN CLASS Final Essay

*The Other Wes Moore* is a novel that shows how two similar lives can turn out completely different. In a 3-5 page essay, discuss what YOU feel are the most important reasons that each Wes Moore’s life ended up the way it did. *What “forces” influenced their lives the most?* Provide examples from *throughout* the novel to support your answer using in-text citations. Some of the common themes/reasons we have discussed are:

- Family and friends/Role models
- Fathers
- Education
- Environment
- Choices and Consequences
- Expectations/Future plans
- Other

You MUST show me your THESIS and your OUTLINE **BEFORE** you start writing.

Let’s discuss THESIS statements, INTRODUCTIONS, OUTLINES, BODY PARAGRAPHS, ESSAY FORMAT (MLA), CITATIONS and CONCLUSIONS.

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**GRADING:**

**DUE This week:**

- Thesis statement shared (5)
- Outline (10)

**DUE by Thursday, December 17th**

- Final draft - 25 points

<table>
<thead>
<tr>
<th>IDEAS and CONTENT</th>
<th>ORGANIZATION</th>
<th>CONVENTIONS</th>
<th>CITATIONS</th>
<th>WORK ETHIC</th>
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</thead>
<tbody>
<tr>
<td>Clear thesis statement</td>
<td>Introduction gets readers attention and provides any needed background information - Thesis - Novel information</td>
<td>Correct spelling, capitalization, punctuation and grammar</td>
<td>Introduces the quotation, paraphrase or summary</td>
<td>Final writing of essay completed in class</td>
</tr>
<tr>
<td>Main ideas/topic sentences provide direct support for thesis statement</td>
<td>Main points and support fit where placed</td>
<td>Provided in-text citations for ALL borrowed material</td>
<td>Essay completed on time</td>
<td></td>
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<tr>
<td>Evidence used from <em>throughout</em> novel to support topic sentences/main ideas</td>
<td>Smooth, effective transitions</td>
<td>Correctly formats all borrowed materials (QUO-PAR-PUNC)</td>
<td>Used time in class effectively - did not disturb others</td>
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<tr>
<td>Not missing any main evidence.</td>
<td>Conclusion gives reader a sense of ending</td>
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<td>Work done by self, not others</td>
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<td>Final essay typed or written in ink, MLA format</td>
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THESIS
A Thesis is one sentence, located in the introduction, that tells the reader the topic (or focus) of your paper.

Characteristics
A good thesis:
- Is written only after preliminary research is done that enables the writer to discuss his/her subject intelligently
- Implies “This is my opinion on a subject” but it never says “I think,” or “I believe,” or “In my opinion”
- Is specific (The topic is limited and the paper covers only those things related to the thesis)
- Is clear and concise (short and to the point – one sentence)
- Is enthusiastic. The writer cannot convince or persuade his reader unless he/she believes in what he is saying
- Belongs in the first paragraph of the paper and restated in the conclusion.

SAMPLE THESIS STATEMENTS – Rough Drafts!: Feel free to steal in order to create your own.

“Even though they grew up in similar neighborhoods, both Wes Moores lives end up entirely different because of their family support, their choices and the consequences of those choices.”

“Having family support, positive role models and learning from your mistakes affected both Wes Moore’s lives.”

“There are many influences that shaped different paths for each Wes, including choices, environment and family.”
INTRODUCTION (In outline format)
I. Introduction
   A. Hook (Write the sentence that you will use to get your audience’s attention.)

   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________.

   B. Elaboration = (Give a brief summary of what information you can use to elaborate.)
   This information should help “connect” your hook to your thesis statement.
   What does the reader need to know? (Remember to include “In the novel The Other Wes Moore, by Wes Moore,” goes in this area)

   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

C. Thesis Statement (This will be the last sentence in your introduction. It MUST include the reasons you will discuss for both Weses).
OUTLINE – Remember that your outline should be created to fit your needs! The outline below is only suggested – Adjust it as needed.

The whole idea for the outline is that you create a structure for your essay. What are your main points? What evidence will you use from the novel to support your main points?

In an outline, the only complete sentence is your thesis. The rest are short, “bullet points.”

I. Introduction
   A. Hook
   B. Elaboration
      1. The Other Wes Moore, by Wes Moore
      2. Background
   C. Thesis
II. Body
   A. Wes Moore, the author
      1. First thing that affected his life (topic sentence)
         a. Evidence
         b. Evidence
      2. Most important thing that affected his life (topic sentence)
         a. Evidence
         b. Evidence
   B. The other Wes Moore
      1. Most important thing that affected his life (topic sentence)
         a. Evidence
         b. Evidence
         c. Evidence
III. Conclusion
   A. Restate thesis statement
   B. Final thoughts

*There are two ways to organize the body of your essay. Either focus on one Wes and then the other Wes (above), OR, if you think the same things affected BOTH Wes Moore’s lives, you can organize by each influence:

II. Body
   A. Environment
      1. Wes Moore
         a. Bronx
            i. Drug deals
            ii. Death
         b. Military school
            i. Real respect
            ii. Role models
      2. The other Wes Moore
         a. Bad neighborhoods
            i. Murphy homes, Cherryhill apartments
               - Drugs/ Crack all around
               - You get used to the environment
   B. Choices
      1. The other Wes Moore
         a. Fights - Send a message
ROUGH DRAFT - BODY PARAGRAPHS

● Each subsequent paragraph after the introduction must include topic sentences, and these topic sentences, as well as the content of each paragraph, must support the thesis statement.
   ○ Topic sentences (usually the first sentence in each paragraph):
     1. Relate the details of the paragraph to your overall thesis.
     2. Tie the details of the paragraph together (paragraph unity).
     (See TRANSITION WORDS)

● Solid literary analysis body paragraphs also contain an explanation of your ideas and evidence from the text to support your topic sentence. Textual evidence consists of specific details, direct quotations, summaries, and/or paraphrases. Page numbers cited in ALL cases (Remember QUO-PAR-PUNC).

Sample body paragraph:

The environment played a big part in both Weses’ lives. *(Topic sentence)* Both the author and the other Wes Moore lived in neighborhoods that were adversely affected by the influx of crack cocaine. *(Explanation of ideas)* When the author moved to the Bronx with his mom and two sisters, the first thing they saw was an older woman buying drugs from a younger boy (36). *(Evidence)* Wes also sees a make-shift memorial for a young girl displayed on a telephone pole near his grandparents’ home (38). *(Evidence)* When you see these things happen frequently, they become normal, and, in a way, accepted. *(Explanation of ideas)* Therefore, *(Transition word)* the environment around Wes, although violent and wrong, became acceptable, blurring the lines of what is right and what isn’t *(Concluding thought in my own words)*

Similarly *(transition word)*, the other Wes Moore also grew up in bad neighborhoods, where drugs and violence prevailed. *(Topic sentence)* ... Continue writing about Murphy homes, Cherryhill apartments, etc.

Checklist for body paragraphs:

- Topic Sentence
- Explanation of ideas in your own words (commentary)
- Evidence from novel (quotes, paraphrase, summary)
- In text citations ALWAYS (QUO-PAR-PUNC)
- Transition Words (in most cases)
- Concluding thought (in your own words)
TRANSITION WORDS:

To Add or Show Sequence
again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still

To Compare
also, in the same way, likewise, similarly

To Contrast
although, and yet, but, but at the same time, despite, even so, even though, for all that, however, in contrast, in spite of, nevertheless, notwithstanding, on the contrary, on the other hand, regardless, still, though, yet

To Give Examples or Intensify
after all, an illustration of, even, for example, for instance, indeed, in fact, of course, specifically, that is, to illustrate

To Indicate Time
after a while, afterward, as long as, as soon as, at last, at length, at that time, before, earlier, formerly, immediately, in the meantime, in the past, lately, later, meanwhile, now, presently, shortly, simultaneously, since, so far, soon, subsequently, then, thereafter, until, until now, when

To Repeat, Summarize, or Conclude
all in all, altogether, as has been said, in brief, in other words, in particular, in short, in simpler terms, on the whole, that is, therefore, to put it differently

To Show Cause or Effect
accordingly, as a result, because, consequently, for this purpose, hence, otherwise, since, then, therefore, thereupon, thus, to this end, with this object

To Indicate Place
above, adjacent to, below, elsewhere, farther on, here, near, nearby, on the other side, opposite to, there, to the east, to the left
Many people view themselves in different ways. In the novel *Bronx Masquerade*, by Nikki Grimes, body image and self-esteem are expressed differently. Everyone is different, but when it comes to having confidence many students in this book seem to hide their inner self with a mask. Body image and self-esteem are one of the most important themes expressed in this book.

Janelle Battle is not comfortable with her appearance. She states, “God I wish people could see me on the inside” (48). She worries about what people think of her. When others make fun of her she tends to lose poise in who she is and what she is trying to accomplish. For example, Janell says, “When I first got up to read, I was my usual self. I sucked in my stomach, walked slowly to make sure nothing jiggled, and tucked down my shirt like I could really hide my extra pounds down there” (141). This shows her insecurities in being overweight. She fears about what others say and think about her. She doesn’t have high self-esteem and confidence about her body image. Janell finally develops a sense of pride and therefore becomes proud of her look . . .
CONCLUSIONS

A conclusion should:
- Restate the thesis statement (in different words! Paraphrase!)
  - You may also summarize your main points (topic sentences) and “ponder” their importance.
- Give the essay a sense of completeness
- Leave a final impression on the reader

Strategies to avoid
- Beginning with an unnecessary, overused phrase such as "in conclusion," "in summary," or "in closing."
- Stating the thesis for the very first time in the conclusion.
- Introducing a new idea or subtopic in your conclusion.
- Ending with a thesis statement without any changes. (Paraphrase it!)
- Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
- Include evidence (quotations, statistics, etc.) that should be in the body of the paper.

4 Strategies to use

1. Echoing the Introduction: Echoing your introduction can be a good strategy if it is meant to bring the reader full-circle. However you begin, you end with the same thoughts.

2. Challenging the Reader: By issuing a challenge to your readers, you are helping them to redirect the information in the paper, and they may apply it to their own lives.

3. Looking to the Future: Looking to the future can emphasize the importance of your paper or redirect the readers' thought process. It may help them apply the new information to their lives or see things more globally.

4. Posing Questions: Posing questions, either to your readers or in general, may help your readers gain a new perspective on the topic, which they may not have held before reading your conclusion. It may also bring your main ideas together to create a new meaning.