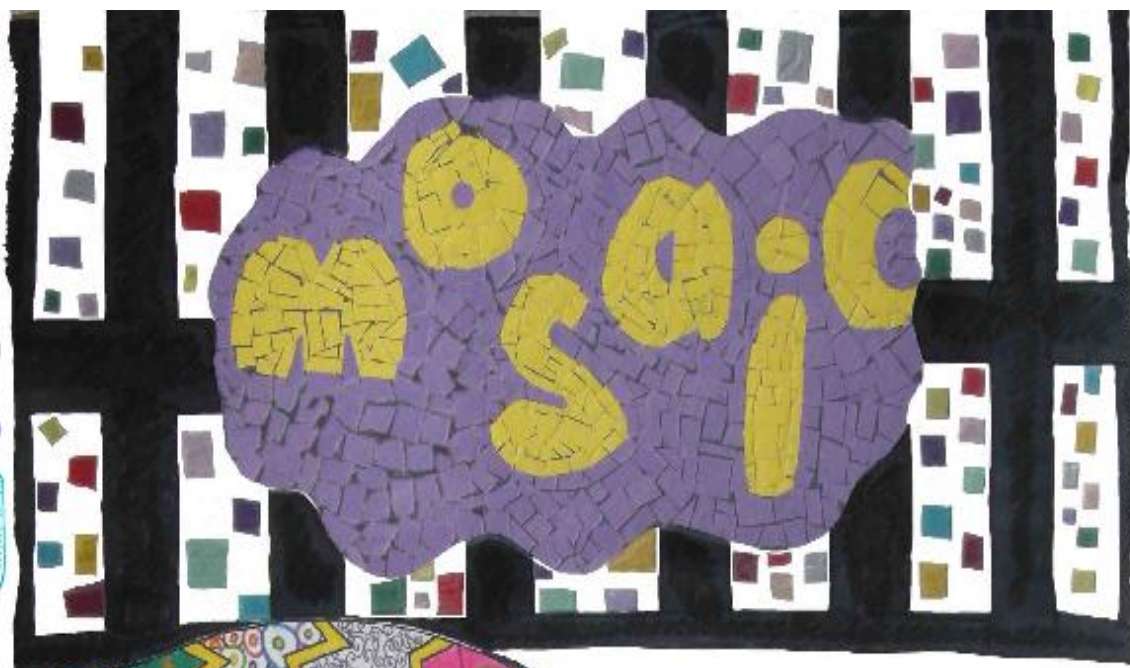
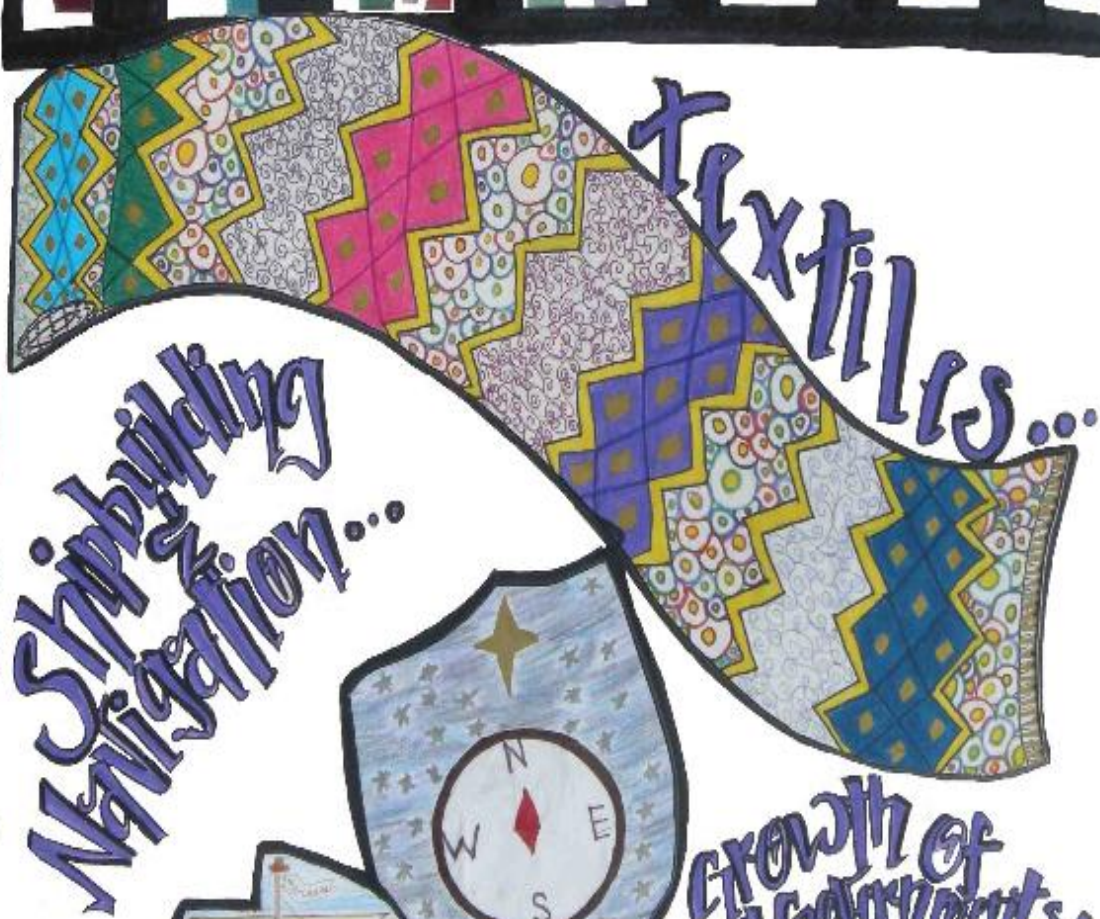


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Growth of  
Royal Governments/  
Geographic  
Knowledge...



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## Topic Research

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

Equitably divide the following topics among your group members. Please, no duplicates.

- |   |  |
|---|--|
| 1. <a href="#">Arabic Numbers</a>               | 21. <a href="#">Hygiene &amp; Cosmetics</a>  |
| 2. <a href="#">Architecture</a>                 | 22. <a href="#">Maritime Law</a>             |
| 3. <a href="#">Art</a>                          | 23. <a href="#">Medicine</a>                 |
| 4. <a href="#">Banking</a>                      | 24. <a href="#">Musical Instruments</a>      |
| 5. <a href="#">Buttons</a>                      | 25. <a href="#">Navigational Instruments</a> |
| 6. <a href="#">Caravel</a>                      | 26. <a href="#">New Foods</a>                |
| 7. <a href="#">Carpets</a>                      | 27. <a href="#">New Words</a>                |
| 8. <a href="#">Classical Knowledge</a>          | 28. <a href="#">Optics</a>                   |
| 9. <a href="#">Clocks</a>                       | 29. <a href="#">Paper</a>                    |
| 10. <a href="#">Composite Bow</a>               | 30. <a href="#">Printing Press</a>           |
| 11. <a href="#">Concentric Castles</a>          | 31. <a href="#">Samite</a>                   |
| 12. <a href="#">Cotton</a>                      | 32. <a href="#">Science</a>                  |
| 13. <a href="#">Crane</a>                       | 33. <a href="#">Silk</a>                     |
| 14. <a href="#">Economic Expansion</a>          | 34. <a href="#">Sugar</a>                    |
| 15. <a href="#">Geographic Knowledge</a>        | 35. <a href="#">Textiles</a>                 |
| 16. <a href="#">Glassmaking</a>                 | 36. <a href="#">Trade</a>                    |
| 17. <a href="#">Growth of Royal Governments</a> | 37. <a href="#">Trebuchet</a>                |
| 18. <a href="#">Gunpowder</a>                   | 38. <a href="#">University</a>               |
| 19. <a href="#">Handkerchief</a>                | 39. <a href="#">Wheelbarrow</a>              |
| 20. <a href="#">Herbs &amp; Spices</a>          | 40. <a href="#">Zero</a>                     |

- Your goal is to convince your group to either choose your subject or not.
- If you fail to complete your part, the group may **NOT** choose that subject.
- Complete the following steps to locate your information.
  - Go to the website [www.asn.am](http://www.asn.am).
  - Select the [Cultural Diffusion Project](#) link located on the homepage.
    - It looks like the cover to this packet.

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**Define cultural diffusion.**

Identify & describe the **three** types of cultural diffusion.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- Complete a concept pattern for each of your topics. Be sure to complete the required paragraph.

# Concept Pattern

topic # \_\_\_\_\_

Example	←	Example	←	Example	←	Characteristics
Example	←	Example	←	Example	←	Characteristics
Example	←	Example	←	Example	←	Characteristics
						Additional Information
Example	←	Example	←	Example	←	Characteristics
						Topic

In a paragraph, explain how Europe benefited from this topic through cultural diffusion.

## Cultural Diffusion Project

### Trading Card Instructions

#### **Objective:**

Explain how Europe benefited from [cultural diffusion](#) during the period c. A.D. 1000 - 1500.

#### **Goal:**

As a group, create 5 Trading Cards to diffuse information on your topics.

#### **Method:**


Work in groups of 3 or 4. Each person is responsible to the success of the entire group. Cards will be created on letter sized card stock, with separate pages for obverse and reverse.

#### **Requirements:**

Must display a clear understanding of the concept of cultural diffusion and how it affected Europe. Must personify the topic with a **Sense of Humor**. Must have **at least 7** topics per card; two of which are required and standard to all cards.

#### **Evaluation:**

According to Criteria Scales and in-class participation, to include working as a group.

<p>Cultural Diffusion</p>  <p>Trebuchet</p>	<p>Trebuchet</p> <p><b>Birthplace &amp; Date:</b> Eastern Mediterranean c. 12<sup>th</sup> century</p> <p><b>Nickname:</b> finger stealer</p> <p><b>Best Friend:</b> Gravity</p> <p><b>Greatest Virtue:</b> Patience</p> <p><b>Worst Enemy:</b> Gunpowder</p> <p><b>Pet Peeve:</b> Being called a catapult.</p> <p><b>Hobby:</b> flinging dead stuff at people I don't like.</p> <p><b>Greatest Impact:</b> on a wall, allowing the capture of strongly fortified positions.</p>
--	--



### **The MUSTs**

**Obverse** - Front with picture and titles.

- Cultural Diffusion
- Name of topic

**Reverse** - Back with text.

- Name of topic:

2 required topics

- Place of Origin & Date:
- Impact on society - answers the question! May be answered as one of the following
  - Defining life event
  - Greatest achievement
  - any other appropriate format

### **Possible additional topics for the remaining 5:**

- Favorite:
  - saying, food, color, travel destination, languages, hobby, person, song. etc.
- Best:
  - friend, virtue, etc.
- Worst:
  - enemy, encounter, etc.
- Most:
  - interesting person met, interesting person avoided, idea, embarrassing moment, annoying etc.
- Pet Peeve: {what upsets you}
- Hobby
- Nots
  - no longer valuable, not recognized, etc
- Almost anything else that displays in-depth knowledge of the subject. **Use your imagination!**

**HINT:** It is much easier and you will do a superior job if you create the facts first and fit the characteristic around it.

**You must complete & gain approval of your facts & characteristics before continuing to the artistic part of the project!**

## Trading Card Criteria Scale

The following criteria will be used in evaluating your completed cards. Be sure to familiarize yourself with them beforehand and consult as you progress through the project. **Be especially careful of the reverse and thesis sections!**

---

Topic: \_\_\_\_\_ Total Points: \_\_\_\_\_

### Obverse (Front)

10      9      8      7      6      5      4      3      2      1      0

- |   |                                     |
|---|-------------------------------------|
| - Has "Cultural Diffusion" as well as topic stated. | - Ideas are creative and inventive. |
| - Makes excellent use of picture or drawing.        | - No misspellings.                  |
- 

### Reverse (Back)

10      9      8      7      6      5      4      3      2      1      0

- |   |  |
|---|--|
| - Has topic stated.   | - Effective use of humor.                          |
| - At least 7 characteristics, 6 of which specifically refer to the information. | - Covers topic in-depth with details and examples. |
| - Interesting facts are included.   | - No misspellings.                                 |
|   | - Displays original thought.                       |
- 

### Thesis (Answers the question.)

10      9      8      7      6      5      4      3      2      1      0

- Answers Thesis:  
**Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.**
-



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## Personification

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

What object/concept will be given human characteristics? \_\_\_\_\_

**How does it look like a person?**

**How does it speak like a person?**

**How does it move/act like a person?**

**Other things a person does or has?**

**How does this object/concept portray these human characteristics?**

## Trading Card Reverse Outline

### **Two Required Topics**

- Place of Origin & Date
- Relationship to cultural diffusion – answers the thesis!  
(Consult trading card instructions on page 4.)

characteristic	fact based example

### **The Other Five**

characteristic	fact based example

## Presentation Notes

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

List the **FIVE** examples of cultural diffusion given by each group and how they benefited Europe.

**Please save questions for the end of the presentation.**

### 1<sup>st</sup> Group

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

### 2<sup>nd</sup> Group

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Presentation Notes

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

List the **FIVE** examples of cultural diffusion given by each group and how they benefited Europe.

**Please save questions for the end of the presentation.**

### 3<sup>rd</sup> Group

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

### 4<sup>th</sup> Group

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Presentation Notes

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

List the **FIVE** examples of cultural diffusion given by each group and how they benefited Europe.

**Please save questions for the end of the presentation.**

### 5<sup>th</sup> Group

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

### 6<sup>th</sup> Group

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Presentation Notes

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

List the **FIVE** examples of cultural diffusion given by each group and how they benefited Europe.

**Please save questions for the end of the presentation.**

### 7<sup>th</sup> Group

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

### 8<sup>th</sup> Group

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Essay Instructions

Explain how Europe benefited from [cultural diffusion](#) during the period c. A.D. 1000 - 1500.

### Content Objective:

Explain how Europe benefited from [cultural diffusion](#) during the period c. A.D. 1000 - 1500.

### Literacy Objective:

Create a Five Paragraph Essay synthesizing knowledge learned from Trading Card portion of the project. You may use more than five paragraphs if necessary.

### Method:

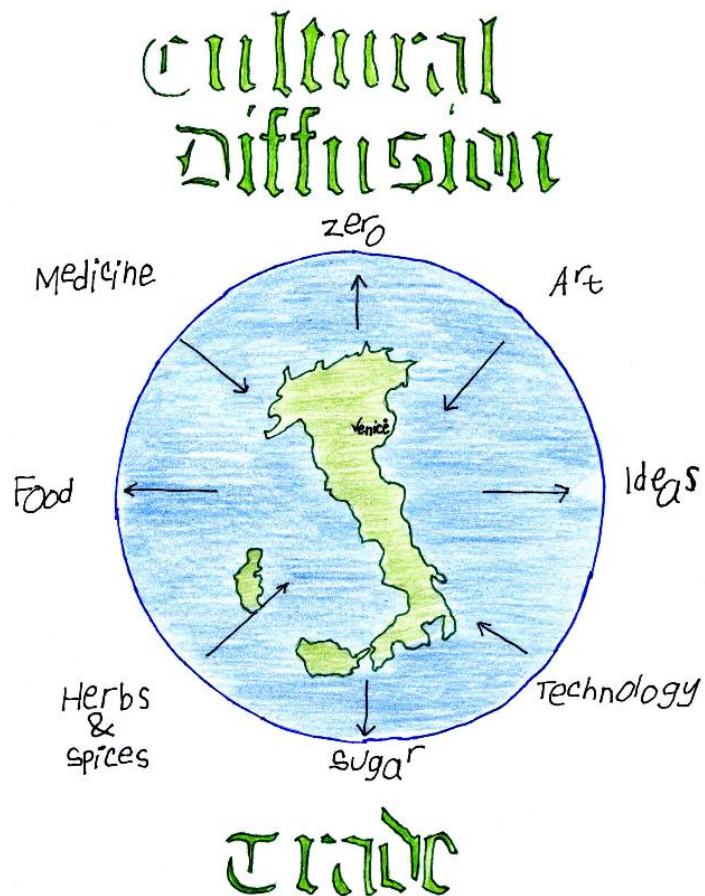
Work individually. Each person is responsible for their own work.

### Requirements:

Must display a clear understanding of the concept of cultural diffusion and how it affected Europe. Must use at least **THREE** items.

### Evaluation:

[Essay Criteria Scale.](#)





## Essay Criteria Scale

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

The following criteria scale is used to determine the score for the **Essay** part of the project.

	Above Level 4	At Level 3	Approaching 2	Developing 1
<b>Purpose &amp; Form</b>	<ul style="list-style-type: none"> <li>Essay demonstrates a strong focus and clear purpose in thesis statement. (to inform, summarize, compare etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Clear main thesis that indicates purpose of essay.</li> </ul>	<ul style="list-style-type: none"> <li>Thesis is evident but supporting details in body paragraphs are only minimally supportive.</li> </ul>	<ul style="list-style-type: none"> <li>The main idea is sketchy and weakly developed.</li> <li>No clear thesis in introduction to indicate purpose</li> </ul>
<b>Supporting Paragraphs</b>	<ul style="list-style-type: none"> <li>The main idea is complex, sustained and fully developed in each body paragraph.</li> <li>Each body paragraph is very well developed with a strong topic sentence and creative and distinguished supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Each body paragraph sufficiently and relevantly supports thesis.</li> <li>Each body paragraph is developed with topic sentence and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Details in the body paragraphs weakly support topic sentences of paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>No topic sentences in body paragraphs.</li> <li>Insufficient writing in each paragraph.</li> <li>Evidence is unrelated to argument</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Organization of essay is logical &amp; creative</li> <li>Paragraphs that have a well linked beginning, middle and end.</li> <li>Excellent use of transitions within paragraphs and linking paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is 5 paragraphs.</li> <li>Body paragraphs demonstrate a strong beginning, middle and ending.</li> <li>Clear use of transitions between paragraphs and within them.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is 5 paragraphs</li> <li>Attempts to give a beginning, middle and end with use of transitions in each paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is not 5 paragraphs</li> <li>Paragraphs have no clear beginning, middle or ending</li> <li>No use of transitions.</li> </ul>

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	<b>Above Level 4</b>	<b>At Level 3</b>	<b>Approaching 2</b>	<b>Developing 1</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Voice is clear, coherent and sustained</li> <li>• Vocabulary is more varied and appropriate for intended audience.</li> <li>• Sentence variety is varied.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is evident and consistent.</li> <li>• Vocabulary is appropriate to the purpose of the writing.</li> <li>• Effective use of some sentence variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is recognizable, but weak and not consistent.</li> <li>• Attempting to use creative and appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• No distinguishable voice.</li> <li>• Vocabulary is simple but sufficient to convey basic ideas.</li> </ul>
<b>Mechanics &amp; Spelling</b>	<ul style="list-style-type: none"> <li>• Writing is free of all conventional spelling and mechanical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing has been well edited.</li> <li>• Occasional spelling &amp; mechanical errors do not distract the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Errors in spelling and mechanics that distract the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• No editing apparent.</li> <li>• Many spelling &amp; mechanical errors.</li> </ul>

**Points from  
above**

**Total Earned multiplied by \_\_\_\_\_ = Total Points Earned**

**Total Points  
Possible**

**Additional Comments:**

## Writing Dos & Do Nots

Explain how Europe benefited from [cultural diffusion](#) during the period c. A.D. 1000 - 1500.

### Absolute DOs of Writing an Essay

#### Introduction

Tells the reader the main idea of the composition and also suggests its type and purpose.

Each point you make in the introduction, which "grabs" the reader's attention, (i.e. makes the reader interested in your essay and makes them want to read more of your essay.)

#### The Grabber

- The first sentence in your introduction which "grabs" the reader's attention, It makes the reader Interested in your essay and makes them want to read more of your essay.
- The "Grabber" should be about a sentence long which introduces your topic with an Interesting fact, statistic, quote, etc. You want your reader to be interested!

#### The Topic Sentence/Thesis Statement

- Serves as the topic sentence for both the introductory paragraph and the whole composition.
- The purpose of your essay- the pint or points you are going to prove, argue, explain, describe, persuade, evaluate, or summarize.
- Each point or topic you are going to discuss in the body should be mentioned in your topic sentence. Each of these points will get its own paragraph in the body.

## **Body**

Develops the main ideas stated in the thesis statement. Paragraphs should follow in a logical order.

- Narrative composition: body tells what happened.
- Descriptive Composition: details develop the main idea.
- Persuasive/Explanatory Composition: body contains facts, reasons, and examples that support the main Idea or ideas.

## **Conclusion**

Brings the composition to an end.

Should review your main points once more and leave the reader with a final thought.

New information should not be introduced in the conclusion.

Conclusion should do one of the following things:

- **Evaluate:** give your opinion about the ideas your composition presents. **However, do not use I, ME, YOU, etc.**
- **Summarize:** or restate the main idea by returning the reader to your original thesis statement and main points- but don't just list the points all over again!
- **Persuade:** the reader to accept an idea or viewpoint by making a final convincing statement.
- **Look forward:** by showing your reader that your subject will continue to be important in the future for a certain reason.

**ALWAYS READ THE DIRECTIONS CAREFULLY  
AND BE SURE THAT YOU  
ANSWER THE QUESTION!**

## **Absolute DO NOTS of Writing an Essay**

### **DO NOT use personal pronouns**

- I, me, you, we, etc.

### **DO NOT use "In this essay..."**

- In this essay you will see...
- In this essay It will show...
- In this essay I will tell you...
- This essay will...

### **DO NOT repeat a sentence using different words to make the essay "long enough"**

- The Stamp Act was one of the causes of the American Revolution.
- The American Revolution was caused by taxing the colonists with the Stamp Act.

### **DO NOT use words such as "stuff, like, etc." (The stamp Act was like a tax on legal documents), or other slang words**

### **DO NOT use vague sentences that make no sense if they were standing alone without the essay around it**

- They needed it to survive.
- He needed these things.

#### **Instead, use:**

- The Iroquois needed food to survive.
- Washington needed the weapons.
- Try not to use "they, he, these, there ,etc." USE THE NAME, PLACE, OBJECT in a descriptive way!

**DO NOT** use "below" or "above" when explaining what has been discussed or what will be discussed in the essay.

- In conclusion, above are the reasons for the Boston Tea Party.
- Below are ways women contributed to the Revolutionary War.

**Instead, use:**

- In conclusion, xxxxxx and xxxxxx are the reasons for the Boston Tea Party.
- xxxxxx and xxxxxx are the ways in which women contributed to the revolutionary War.

**DO NOT** use less than 3 sentences in a paragraph.

**DO NOT** use a person's name unless you know them personally.

- George was a great president.

**Instead, use:**

- Washington was a great President
- Gen. Washington was a great President

**DO NOT** misspell words- especially if they are spelled for you in the essay question.

**DO NOT** plagiarize.

- Do not copy any part of the essay. Use your own words.

**DO NOT** ask a question in your essay.

**DO NOT** begin a sentence with "And, But, Also, etc."

**DO NOT** use contractions in formal writing.

## Twenty Writing Tips

**Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.**

1. Don't use no double negatives.
2. Don't abbrev.
3. Check to make sure you haven't anything out.
4. Personally, in my opinion, I think a writer should not make too much use of too many words or phrases which he might or might not necessarily need in many cases.
5. Don't write run on sentences you have to use punctuation.
6. About fragments.
7. In a series of separate independent clauses (with a coordinating conjunction like and, but, for, nor, or, so, and yet) before a direct address or quotation and after an introductory element you should use commas.
8. Don't, use commas, when they are, not needed.
9. Use semi-colons; only between; independent clauses don't scatter them about.
10. A writer mustn't shift your point of view.
11. Keep your tense consistent. You didn't want to shift from present to past tense.
12. A noun must agree with their antecedents.
13. In good writing, a noun and a verb agrees with each other.
14. Poor speling in your writting makes a bad impresion on alot of reeders.
15. Slang freaks out some readers and makes others blow chunks, so put a lid on it.
16. Don't repeat; don't be redundant. Don't say the same thing twice; say something only once. In other words, don't be repetitious. Repeating is something you shouldn't do.
17. Writing dangling modifiers, the reader will be confused.
18. Be sure to have one clear noun reference for each pronoun. This is important.
19. Parallel construction is important and to be a guide in writing sentences.
20. Last but not least, lay off clichés.



## Transitions Guide

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

Transitions are *bridges* in your writing which take the reader from one thought to the next. These bridges link your ideas together and help you avoid choppy writing. Use the following transitional expressions as an aid in moving smoothly from one idea to another in a paragraph or essay.

Keep your transitions brief and inconspicuous. Here are some choices of transitional phrases you can use to illustrate certain points or relationships.

**Adding a point:** furthermore, besides, finally, in addition to, moreover, additionally, besides, likewise, also, too, even more important

**Emphasis:** above all, indeed, in fact, in other words, most important

**Time:** then, afterwards, eventually, next, thereafter, immediately, meanwhile, previously, already, often, since then, now, later, usually, first, second, third, in the first place, in the second place, finally, last, at length, soon, in the meantime, in the past

**Space:** next to, across, from, above, below, nearby, inside, beyond, between surrounding, opposite to, adjacent to, on the opposite side

**Cause and Effect:** consequently, as a result, therefore, thus, accordingly, then, because, hence

**Examples:** for example, for instance, to illustrate, specifically, let me name a few

**Progression:** first, second, third, furthermore (see *Time*)

**Contrast:** but, however, in contrast, instead, nevertheless, on the contrary, on the other hand, though, still, unfortunately, conversely, even so, notwithstanding, for all that, at the same time, although this may be true, otherwise, nonetheless

**Similarity:** like, also, likewise, similarly, as, then too, in like manner

**Concession:** although, yet, of course, after all, granted, while it is true

**Conclusions:** therefore, to sum up, in brief, in general, in short, for these reasons, in retrospect, finally, in conclusion, on the whole, as I have said, in other words, to be sure, as has been noted, for example, for instance, in fact, indeed, to tell the truth, in any event, in closing

## Essay Outline

### Introduction

Explain how Europe benefited from [cultural diffusion](#) during the period c. A.D. 1000 - 1500.

- Tells the reader the main idea of the composition and suggests its type and purpose.

### 1. The “Grabber” Sentence

This is the first sentence in your introduction which "grabs" the reader's attention, It makes the reader interested in your essay and makes them want to read more.

The "Grabber" should be about a sentence long which introduces your topic with an interesting fact, statistic, quote, etc. You want your reader to be interested!

It is often easier to do the “Grabber” ***AFTER*** the **CONCLUSION**. In other words, do it last.

“Grabber” Sentence: (Please do not write in the gray areas.)

## 2. The Thesis Sentence

Before you begin writing, decide on your answer to the question asked of you. This is your basic thesis.

Serves as the topic sentence for both the introductory paragraph and the whole essay.

Thesis Sentence: (Please do not write in the gray areas.)

## 3. “Key Defense” Sentence

Decide on what three pieces of evidence/support you will use to prove your thesis.

Place your three pieces of evidence in order of strength (least to most).

### **Evidence:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Each piece of evidence you are going to discuss in the body should be mentioned in your key defense sentence. Each will get its own paragraph in the body.

Assign # \_\_\_\_\_ Name \_\_\_\_\_ Due Date \_\_\_\_\_ Pts \_\_\_\_\_

**DO NOT** use specific items.

For example: Do not use “watermelon” here. Instead write about foods and use watermelon as evidence to support this topic in the body of the essay.

This will be the transition sentence into the **BODY** of the essay.

“Key Defense” Sentence: (Please do not write in the gray areas.)

## **Body**

Explain how Europe benefited from [cultural diffusion](#) during the period  
c. A.D. 1000 - 1500.

- Develops the main ideas stated in the introduction.
- Persuasive/Explanatory Composition: body contains facts, reasons, and examples that support the main idea.
- Paragraphs should follow in a logical order, based on weakest to strongest.
- Includes 3 supporting paragraphs.

### 1. First Body Paragraph

Each paragraph needs **at least FOUR** sentences!

Based on the first piece of evidence outlined in the introduction, state a topic sentence for the First Body Paragraph to support the thesis sentence.

Topic Sentence:

Assign # \_\_\_\_\_ Name \_\_\_\_\_ Due Date \_\_\_\_\_ Pts \_\_\_\_\_

List important pieces of factual information that support the topic sentence of the First Body Paragraph. These are used to develop your supporting sentences.

**Factual Information:** (Do not copy this section into your final draft.)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Using the factual information, write at least ***THREE*** sentences supporting the topic of the First Body Paragraph.

First Supporting Sentence:

Second Supporting Sentence:

Third Supporting Sentence: (if needed)

End your **FIRST** paragraph with a concluding/transitional sentence that leads to paragraph number two.

Transitions create a thread between paragraphs, so your reader isn't lost or jarred when moving from one idea/paragraph to the next. A transition is simply a sentence, or part of a sentence, that connects the material in one paragraph to that in the next. This creates a smooth read and makes your material seem to make more sense.



The transition may be part of the concluding sentence of one paragraph, or it may be part of the introductory sentence of the next paragraph. You could even have a transition that is partly in one paragraph's conclusion and partly in the next paragraph's introduction.

Here is an example of a concluding/transition sentence:

"By practicing better methods of personal hygiene, Europeans were not so reliant on primitive medical treatments."

Notice how the first part of the sentence sums up the topic (better hygiene), while the second part of the sentence ties the paragraph's topic into the topic of the next paragraph (better medical care).

Concluding/Transition Sentence:

**Follow the previous steps to complete the second and third body paragraphs.**

## **2. Second Body Paragraph**

Topic Sentence:

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**Factual Information:** (Do not copy this section into your final draft.)

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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Assign # \_\_\_\_\_ Name \_\_\_\_\_ Due Date \_\_\_\_\_ Pts \_\_\_\_\_

First Supporting Sentence:

Second Supporting Sentence:

Assign # \_\_\_\_\_ Name \_\_\_\_\_ Due Date \_\_\_\_\_ Pts \_\_\_\_\_

Third Supporting Sentence: (if needed)

Concluding/Transition Sentence:

**Follow the previous steps to complete the second and third body paragraphs.**

### **3. Third Body Paragraph**

Topic Sentence:

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**Factual Information:** (Do not copy this section into your final draft.)

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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Assign # \_\_\_\_\_ Name \_\_\_\_\_ Due Date \_\_\_\_\_ Pts \_\_\_\_\_

First Supporting Sentence:

Second Supporting Sentence:

Assign # \_\_\_\_\_ Name \_\_\_\_\_ Due Date \_\_\_\_\_ Pts \_\_\_\_\_

Third Supporting Sentence: (if needed)

Concluding/Transition Sentence:



## **Conclusion**

Explain how Europe benefited from [cultural diffusion](#) during the period  
c. A.D. 1000 - 1500.

- Develops the main ideas stated in the introduction.
- New information should not be introduced in the conclusion.

### **1. Restatement of Thesis**

Summarize the main idea by returning the reader to your original thesis statement, but do not simply state it all over again!

Restatement of Thesis Sentence:

## 2. Restatement of Evidence

Review your main points of evidence in answering the question and leave the reader with a final thought.

Be sure your evidence **ANSWERS the QUESTION!**

Restatement of Evidence Sentence:

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### 3. The “Clincher” Sentence

The Clincher should do one of the following

**Evaluate** the ideas your essay presents.

**Persuade** the reader to accept an idea or viewpoint by making a final convincing statement.

**Look forward** by showing your reader that your subject will continue to be important in the future for a certain reason.

Whatever you put in the final sentence of your essay, make sure it will somehow remind the reader of what they have just read.

You may choose to end quietly, perhaps with some simple statement of fact that sums everything up; or you may choose to end boldly, with an extravagant quote or a loud proclamation of opinion.

Remember that in writing, last things have power--choose your final words carefully and give your reader something to think about.

Clincher Sentence:

## Writing Checklist

Explain how Europe benefited from cultural diffusion during the period c. A.D. 1000 - 1500.

Check each of the following statements that are true. Any that are unchecked, please go back to the essay and correct them.

### Subject Matter

#### **Purpose**

\_\_\_\_\_ Is your purpose apparent to the reader?

\_\_\_\_\_ Is your purpose fulfilled?

#### **Thesis**

\_\_\_\_\_ Is your thesis stated in one sentence?

\_\_\_\_\_ Is it stated in the introduction?

#### **Meaning**

\_\_\_\_\_ Are your statements always accurate?

\_\_\_\_\_ Are your statements always logical?

\_\_\_\_\_ Are there enough concrete examples to illustrate your meaning?

\_\_\_\_\_ Are there enough illustrations, facts, and reasons to adequately support your thesis?

### Organization

#### **Pattern**

What scheme controls the order of your paper? (circle one)

chronology

cause & effect

comparison & contrast

relative importance of examples

other \_\_\_\_\_

Why did you choose one pattern or combination of patterns rather than another?

### **Coherence**

- \_\_\_\_\_ Is it always clear how you progress from one thought to another?
- \_\_\_\_\_ Is the relationship of each paragraph to the thesis apparent?
- \_\_\_\_\_ Is your thesis evident throughout the paper?

### **Paragraphs**

- \_\_\_\_\_ Does each paragraph have a topic sentence?
- \_\_\_\_\_ Does each paragraph have a transition?
- \_\_\_\_\_ Is each paragraph fully developed, unified, and coherent?

### **Conclusion**

- \_\_\_\_\_ Does your conclusion truly end the paper?
- \_\_\_\_\_ Does the conclusion emphasize your thesis?

## **Style**

### **Sentences**

- \_\_\_\_\_ Do you vary your sentence structure and sentence length effectively?
- \_\_\_\_\_ Do you vary sentence openings effectively?
- \_\_\_\_\_ Do you employ an occasional short sentence to emphasize an important point?

### **Diction**

- \_\_\_\_\_ Is your word choice consistently appropriate to the subject, to the audience, and to the tone you have adopted for the essay?
- \_\_\_\_\_ Is there any word which could be replaced by a more precise term?
- \_\_\_\_\_ Is your writing enlivened by any unusual word choices or any striking, but appropriate, figures?
- \_\_\_\_\_ Can you say it more clearly?
- \_\_\_\_\_ Can you say it more briefly?
- \_\_\_\_\_ Have you proofread carefully?

Assign # \_\_\_\_\_ Name \_\_\_\_\_ Due Date \_\_\_\_\_ Pts \_\_\_\_\_