Leopard Man

*Developed by Abby Flachmann*

*Revised by the ERWC Team*

**Reading Selection for This Module**

<http://rebirthofreason.com/Articles/Feys/The_Sociology_of_Leopard_Man.shtml>

**Module Description**

Leopard Man was developed for use in tenth grade at the end of the year and will require three to four weeks of class time to complete. The module was designed for students to utilize their skills in summary, annotation, and critical thinking in order to summarize and respond to a text. There are various assignments focusing on writing skills such as integrating quotes and paraphrases into students’ own writing, prewriting, and revision. Students are offered a choice of final writing tasks: a narrative essay, a response essay, or an argumentative essay.

**Module Background**

The topic of this module is social conformity and individuality—a topic perfect for the age of students in tenth grade. Students are confronted everyday with the dilemma of staying true to who they are—especially in regards to their appearance and social behavior—or possibly straying from how they feel and conforming to the way the rest of their peers dress or act. Every day in high school is a balancing act of fitting in while attempting to be an individual.

In “The Sociology of Leopard Man,” Logan Feys introduces readers to Tom Leppard, a man who shuns society’s guidelines, has tattoos from head to toe in leopard spots, and lives in seclusion in the Scotland woods. While the article takes a humorous look at a seemingly odd individual, Feys highlights the broader ideas of social conformity and individuality. While Leopard man is an extreme version of uniqueness and...
freedom of expression, the main ideas of the article are important themes for students—especially at this age—to ponder.

The activities in this module support students as they consider the implications of Leppard’s experience and then begin to speculate on their own experience. They should engage with ideas developed during the reading of “Leopard Man” as a means of helping them sort out, describe, and ultimately reach an opinion about their own beliefs regarding being an individual or belonging to a group.

Module Objectives

In addition to the focus on California English Language Arts standards, the module targets the skill areas listed below.

Students will be able to

- Identify the main ideas, including the author’s main argument or claim within a text
- Generate data and use that data as evidence in making an argument
- Use context clues to figure out the meaning of unfamiliar vocabulary
- Evaluate the credibility of the overall text
- Annotate the text in a purposeful manner
- Summarize the text in a concise and accurate manner
- Formulate a response to the text based on personal experience as it relates to the text
- Create an argument based on evidence from the text and personal experience
- Evaluate the credibility of different types of evidence
- Revise an essay with a focus on organizational structure

Note: The activities for students provided in the Student Version for this module are copied here in the Teacher Version for your convenience. The shaded areas include the actual activities the students will see. The use of italics in the shaded areas generally indicates possible student responses and may be interspersed with notes to the teacher that are not shaded. If there are notes to the teacher within the shaded areas, they are indicated by italics and parentheses.
In preparation for reading “Leopard Man,” it is a good idea to introduce students to the conversation they are entering. In this case, the conversation is about the value of individualism vs. the value of belonging. This is a relevant issue especially today when social and cultural groupings seem to deeply influence individual thinking, feeling, and belief. America has always valued individualism, that “pick yourself up by the bootstraps” mentality. But scholarship, let alone history, has shown that no person acts alone, and people we perceive to be rugged individuals always worked with a network of support to fashion and assert their individualism (Gladwell, *Outliers*).

This module provides students with the opportunity to not just reflect on this issue from a personal perspective but also in a school setting where their individual beliefs come into contact with broader social “norms” that ascribe value to individual behavior. In high school, students try on many different individual ways of being, and those “tryouts” are always shaped by group influences (Gee, James. “Literacy, Discourse, and Linguistics: Introduction and What Is Literacy?” *Journal of Education* 171.1 (1989): 5-25. Print).

This activity will help your students make a connection between their personal worlds and the world of text. It will also require them to activate their prior knowledge and experience as related to the issues of the essay, “Leopard Man.”

This activity will help your students make a connection between their personal worlds and the world of the text. It will also require them to activate their prior knowledge and experience as related to the issues of the text. Have your students complete Activity 1 in journals or on a separate sheet of paper. You may have them answer one or both questions.

**Activity 1: Getting Ready to Read—Quickwrite**

Answer one of the following questions individually:

- Have you ever felt like an outsider in a group? What made you feel that way? How were you treated by others?
- Have you ever known someone who you thought was truly an individual? Write about what you think makes them an individual.

After you have written for 5-10 minutes, discuss your responses in groups of three. After your group discussion, answer the following question:

- What are the three most interesting ideas your group had about being an individual or belonging to a group? List them, and prepare to share your ideas with the class.
Now, discuss the questions and responses as a class. Keep a record of the ideas students are producing; you may want to project them or write them on butcher paper in order to refer to their initial thinking when you begin to discuss the way “Leopard Man” relates to their ideas.

**Exploring Key Concepts**

Reading and writing about social and personal issues can be seen as entering into a conversation with others who have thought and written about the same questions. Exploring key concepts provides an entry point for the conversation about the issues raised by the module. Key concepts are highlighted and taught through activities that will be revisited during the module in your students’ discussions and their writing. Key concepts provide a frame for future activities related to knowledge building and academic language, including vocabulary.

### Activity 2: Introducing Key Concepts

As a class, discuss the definition of the following words:

- conformist
- nonconformist

In your journal or on a separate piece of paper, answer the following questions:

- What makes someone a “conformist”?
- What makes someone a “nonconformist”?

To support this discussion, locate 10-15 pictures of current celebrities, athletes, and musicians that your students know (for example, Taylor Swift, Lady Gaga, Lebron James, Rob Pattinson, and Johnny Depp), and put them up in the classroom or project them on a screen. Give each student two cards—one labeled “Conformist” and one labeled “NONconformist.” If a student thinks the image represents a conformist, he or she should hold up the “Conformist” card; if the student thinks the person represents a nonconformist, he or she should hold up the “NONconformist” card. Identify and discuss the general characteristics of conformists and non-conformists and why students voted the way they did about each person.

Optional Activity: Break the class into an even number of groups. Half of the groups are to make a poster of images from magazines of people they consider to be conformists. The other half of the groups should create a poster of nonconformist images. Each group should present and discuss their posters with the class.

This discussion is a time for you to ensure your students’ understanding of the major concepts of the essay they are about to read.
After students have made their collage about conformists and non-conformists, ask them what these two terms have to do with belonging to a group or being an individual. The purpose of this discussion is to prompt students to think more deeply about the relationship between the group and the individual, analyzing the influences one has on the other. Influence is not a one-way path here; there are different kinds of interaction between group and individual, and that “transaction” shapes both the group and the individual. Help them identify some of those transactions.

Making Predictions and Asking Questions

Making predictions and asking questions helps students engage their knowledge and experience prior to reading, set purposes for reading, and anchor their thinking in the text. In helping students make predictions, draw their attention to features of the text relevant to the particular genre and rhetorical situation. Ask students to think about the character and identity of the writer, the nature of the audience, and the purpose of the writing. Students can become more aware of how they form predictions by providing evidence from the text they have surveyed.

This activity contains two parts. The first part focuses on making predictions after considering how the title of the article relates to the conversation you are asking students to enter; the second calls for students to survey the text and determine if their predictions were accurate. These are two strategies that are very useful for college students who frequently need to survey a number of texts to understand what the text says and whether the text is going to be useful to them in a research situation.

Activity 3: Making Predictions and Asking Questions

Answer the questions below in your journal or on a separate piece of paper:

1. From the title, what do you think this essay is going to be about?
   
   *Answers will vary. You may need to define or discuss “sociology.”*

2. What do you think is the purpose of this essay?
   
   *Answers will vary.*

3. Who do you think is the intended audience for this piece? How do you know?
   
   *Answers will vary.*

4. Based on the title and other features of the text, what information or ideas do you think will be in this essay?
   
   *Answers will vary depending on your students’ understanding of “sociology.”

   *Students might think it is about a man who acts or looks like a leopard.*

Discuss your answers in a group or as a class.
Next, read the first paragraph of the essay and the first sentence of each paragraph. Then respond to the following:

5. What is the main topic of the text?
   A man who is like a leopard.

6. Summarize the main ideas from what you have read so far.
   The essay is about a man who is tattooed to look like a Leopard. He lives in seclusion in Scotland, but he loves his quiet life and is very happy. Most people don't respect his way of living.

7. What is the author's opinion on the topic?
   The author thinks he is brave for his choices in life, but he could never live that way himself.

8. What do you think the writer wants the reader to do or believe? How did you come to this conclusion?
   Answers will vary. Students may feel that the author wants the reader to be more individual like Leopard Man. Discuss the answers as a class.

9. Turn the title into a question (or questions) to answer as you read the essay. Write this question on the top of a sheet of paper. As you read, write down the paragraph numbers that contain answers to this question.
   Answers will vary.

Understanding Key Vocabulary

Vocabulary exercises for this essay are very important because some of its language is difficult. As a result, students may need extra work in this area.

Before your students start reading the essay, assign several key words for them to look for as they read. Choosing key words and then reinforcing them throughout the reading process is an important activity that will help students engage with the essay.

The vocabulary self-assessment chart in Activity 4 will help your students determine whether a word is familiar and to what degree. It will also draw their attention to particular words that are important to their understanding of the article. To begin this exercise, survey your students’ knowledge of these words by having them fill out the last three columns of the chart for each word and then raise their hands to see how they charted each word. Put the number of students in each category to get an overview of their familiarity with these words. Then, have your students get into pairs and look up the definitions of all the words. As a class, discuss the words with the highest number in the last column.
**Activity 4: Understanding Key Vocabulary**

Chart your familiarity with these key vocabulary words by filling in the last three columns below. Then, in pairs, look up the definitions of all the words. Spending time with new and unfamiliar words at this point will improve your understanding of the essay.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Know It Well</th>
<th>Have Heard of It</th>
<th>Don't Know It</th>
</tr>
</thead>
<tbody>
<tr>
<td>sociology (title)</td>
<td>the study of society and culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>existence (1)</td>
<td>life; reality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mutilations (2)</td>
<td>destruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>anti-social (2)</td>
<td>not friendly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>socialites (2)</td>
<td>people who like to socialize</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>civilization (3)</td>
<td>culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>extraordinary (4)</td>
<td>exceptional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>suspicion (4)</td>
<td>doubt; concern</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pursue (4)</td>
<td>search for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hamper (4)</td>
<td>hinder; make difficult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pop psychologists (5)</td>
<td>psychologists based on contemporary culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disorders (5)</td>
<td>problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>overwhelmingly (5)</td>
<td>most often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>self-inflicted (5)</td>
<td>performed on self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>will (6)</td>
<td>desire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seceding (7)</td>
<td>withdrawing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dependent (2,9)</td>
<td>depending on another</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading

The reading process involves using the knowledge developed during prereading to understand the text and to confirm, refine, or refute the predictions that the reader has made about the text.

Reading for Understanding

The first reading of an essay is intended to help your students understand the essay and confirm their predictions. This is sometimes called reading “with the grain” or “playing the believing game” (Bean, Chappell, and Gillam).

Allow students to view and discuss the questions in Activity 5 before they read so they have a focus for their reading.

After your students have read the essay, ask them the following questions:

- Which of your predictions (from Activity 4) turned out to be true?
- What surprised you?

Discuss their answers in their groups or as a class. Then have the students answer the following comprehension questions individually:

### Activity 5: Reading for Understanding

To prepare for your first reading, preview the questions that appear after the essay before you read it. After your first reading, answer the following questions in your journal or on a separate piece of paper:

1. Why is Tom Leppard called “Leopard Man”?
   
   *He is tattooed from head to toe with leopard spots.*

2. What does the author think about people with tattoos and piercings? Why does he have these opinions?
He thinks they are trying to stand out and get attention even though they say
they don’t want attention from society. They really want the approval of people,
so they do things to make themselves stand out.

3. How is Leopard Man different from other tattooed and pierced people?
   Because he lives in seclusion away from society, he really just wants to look like a
   leopard to please himself. He does not need the approval of society.

4. Where does Leopard Man live?
   He lives in solitude in the woods in Scotland. He only goes around other people
   when he needs food and supplies.

5. According to Feys, what kind of people does society fear? Why?
   Society fears people who are different and mysterious. He believes that people
   fear what they don’t understand.

6. What is the “world’s most common but dangerous psychological disorder”
   (par. 6)? Explain Feys’ argument in this paragraph.
   Conformity. Explanations beyond this will vary.

7. Why is Leopard Man so happy?
   He is happy because he likes living away from society and away from people. He
   loves his secluded life. But the essay also raises questions about the cost of that
   happiness. Students should consider what costs those may be.

8. What is Feys’ final message to the reader? What does he want the reader to do?
   Feys wants people to be “psychologically free.” The question is “What does
   that mean? What does it look like?” Taking Leopard Man as a metaphor for
   individualism, what can be construed by Feys’ claim? Students may benefit from
   a specific sentence-by-sentence “unpacking” of the assumptions that shape the
   end of the essay.

Quickwrite
   Take 5-10 minutes to write a journal entry about your understanding of the
   text at this point. What is the text about? What is your opinion of the author’s
   main point so far? What parts confuse you? Why? Be prepared to discuss your
   reactions with the class.

After students have answered the questions on their own, have them discuss
their responses in groups or as a class. Since understanding the text on a
basic level is essential to your students’ progress, discussing their answers and
points of confusion at this point is very effective.
Noticing Language

The activity of noticing language is meant to build on the vocabulary work you began with your students in their study of key words.

Assign pairs of students a word or words from the vocabulary list in Activity 5. Have the pairs complete a Frayer model for each word they are assigned. In the Frayer model, students define the word, describe it, provide an example of the word, and explain the significance of the example. The following chart is a simple way to present the Frayer model to the class. Be sure to discuss the chart and provide examples for students to ensure their understanding of the activity.

Activity 6: Noticing Language

This exercise will help you continue to build your understanding of the key words in this essay, which will improve your overall comprehension of your reading. Working in groups, complete the chart for each of the words or concepts you have been assigned. Be prepared to present your findings to the class.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Describe the Word</th>
<th>Provide an Example of the Word</th>
<th>Explain the Significance of the Example</th>
</tr>
</thead>
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</tbody>
</table>

Present the models to the class.

Annotating and Questioning the Text

Annotating a text enables readers to explore more deeply how a text works to inform or persuade its readers. During the initial reading, the recommended strategies encouraged students to read “with the grain,” “playing the believing game.” In rereading, it is helpful if students read “against the grain,” or “play the doubting game.” This is where the conversation shifts, and the reader begins to question the text and the author.

As your students reread the text, have them make two kinds of marginal notations: Ask them to list parts of the essay on the left and their reactions to those parts on the right.
Activity 7: Annotating and Questioning the Text

Reread the text, and complete the following assignment:

1. Highlight and label the following points in the essay in the left-hand margin:
   - Introduction
   - Issue or problem being addressed
   - Author’s main arguments
   - Author’s examples
   - Conclusion

2. Write in the right-hand margin your reactions to what the author is saying.

3. Highlight in another color any places where you were confused.

You may want to begin this activity by having your students work collaboratively as a class. In that case, ask them to exchange their annotations and compare their labels and responses in small groups or in pairs. Discuss responses as a class in order to clear up any confusion and gauge students’ understanding of the text.

Analyzing Stylistic Choices

The particular line of questioning presented here for analyzing stylistic choices is offered to help your students see that the linguistic choices writers make create certain effects for the readers. The questions here are divided into two categories—(1) those about words and (2) those about sentences.

Activity 8: Analyzing Stylistic Choices

The questions below about the author’s use of words and sentences will help you understand how the text works. Answer them in your journals or on a separate piece of paper. Be prepared to discuss your responses with others.

**Words**

1. What is the definition of “non-conformists” (par. 2)? What image comes to your mind when you hear this word?
2. How do the words “anti-social freak” (par. 2) make you feel? What image comes to mind when you hear those words?
3. Which words or synonyms are repeated? Why?

**Sentences**

1. What does Feys mean when he says, “Most anti-social freaks, in their obsession with displaying their freakishness, are just as dependent on others’ opinions as approval-seeking socialites” (par. 2)? Explain what he means in this statement.
2. In paragraph 4, Feys says, “society looks down upon freakish and extraordinary individuals alike and views them with suspicion.” Who is he talking about when he says “freakish and extraordinary individuals”?

3. Are the sentences in this essay mostly long or short? Are they complex or simple? What effect might these choices of the author have on the reader?

(Answers will vary, so it would be very beneficial to discuss students’ responses in groups or as a class.)

Considering the Structure of the Text

These activities call for students to map out or otherwise graphically represent different aspects of the text. By doing so, they will gain a clearer understanding of the writer’s approach to the essay’s content. The activities will lead to further questions that will help students analyze what they have read. This activity should be modeled and discussed as a class. As you model the activity on the board or electronic display, ask students to use descriptive outlining to map the organization of the text by taking the following steps.

Activity 9: Mapping the Organizational Structure

Learning more about the structure of the text will give you a better understanding of the writer’s approach to his subject, which you can then apply to your own writing. Complete the following tasks individually:

1. Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? How do you know?
2. Draw a line across the page where the conclusion begins. Is the last paragraph the conclusion, or are there several concluding paragraphs? How do you know?
3. Discuss your reasons for drawing the lines where you did. In this activity, thinking and reasoning about organizational structure is more important than agreeing on where the lines should be drawn.
4. Now divide the body of the text into sections by topics (what each section is about). Remember that the topic of a section may consist of more than one paragraph.
5. Write a short description of what each section is about.

Next, answer the following questions on the sections you have identified:

1. How does each section make you feel? What is the writer trying to accomplish in each?
2. Which section is the most developed?
3. Which section is the least developed? What would make it more complete?
4. Which section is the most convincing or appealing to you? The least convincing or appealing?
5. On the basis of your map of the text, what do you think is the main argument?

Finally, make a map of the ideas in the article by doing the following:
1. Draw a circle in the center of a blank page, and put the text’s main idea in the circle.
2. Write down and circle any related ideas. As you add ideas, draw a line to show what ideas they are related to.
3. Figure out how the ideas are related to one another. Are they examples? Does each example help explain the main point more?

Analyzing the Students’ Findings

- Discuss with the class how the text is organized (text structure).
- Discuss students’ responses to the questions.
- If students completed this activity individually, have students share or present their idea maps in a group or as a class.

The purpose of these activities is to help students see that writers organize ideas in relation to one another and they don’t simply fill out formats. In this essay, organization of the information is significant. Feys gives us a person to consider—Leopard Man. He moves directly into passing judgment but surprises us somewhat by not condemning the man’s behavior. This play on our expectations creates interest. We really don’t get to the major claim of the essay until the sixth paragraph—conformity can be seen as the world’s most common but dangerous psychological disorder. From there, Feys supports his claim. Thus, the essay doesn’t follow a neat, five-paragraph structure but is organized by Feys’ argument, the first chunk points to an issue or problem; the middle chunk reveals his thinking about it, and the last chunk points to his reasons for thinking what he thinks.

Postreading

Summarizing and Responding

Summarizing the ideas of others accurately is a fundamental element of academic writing. Summarizing is a powerful metacognitive skill that enables readers and writers to synthesize a text’s meaning. It integrates the results of previous reading processes students have engaged in and helps them further understand major ideas and the relationships among them.

Summarizing involves extracting the main ideas from a reading selection and explaining what the author says about them. This is a frequent requirement in academic writing, where writers set up their own responses by summarizing what someone else has had to say about a topic. Creating short “gist
Activity 10: Summarizing and Responding

The act of summarizing asks you to put someone else’s ideas into your own words to improve your understanding of those ideas.

Use the following GIST guidelines to create your summary:

1. Read the paragraph or essay.
2. Circle or list the important words, phrases, or ideas.
3. Put the reading material aside.
4. Use the important words, phrases, and ideas to generate summary sentences.
5. Add a topic sentence that unifies the summary.

Responding to your reading is an essential part of critical thinking. It forces you to understand the main ideas as you also learn to respond to them.

Write a personal response to the piece based on the following questions:

1. What do you think about the essay?
2. How did you feel before reading?
3. How did your feelings change?
4. Were there any areas you were confused by?
5. Were there any areas you were surprised by?
6. Why do you think you had those reactions?
7. What would you say to Leopard Man if you got to meet him?

After you have created your summary and response, write two questions that can be used for a class discussion. Be sure to write your own answers to the questions.

Thinking Critically

The following questions will help students think critically about the essay through the traditional rhetorical appeals. Using this framework will help students progress from a literal to an analytical understanding of the reading material.
Activity 11: Thinking Critically

The following questions and activities will give you a deeper understanding of Feys' essay and help you discover how logos, ethos, and pathos work. Answer the questions as thoroughly as you can. Then, complete the quickwrite that follows.

Questions about Logic (Logos)
1. What are the major claims or assertions made in this reading? Do you agree with the author's claim that people who try to look different are really looking for attention and approval from society? Explain your answer.
2. Do any claims appear to be weak or unsupported? Which ones? What makes you think they are unsupported?
3. What counterarguments does the author not consider?
4. Do you think the author has left something out on purpose? Explain your answer.

Questions about the Writer (Ethos)
1. Is the author knowledgeable on this subject? How do you know?
2. What does the author's language tell the reader about him?
3. Does the author seem trustworthy? Why or why not?
4. Does the author seem serious? In what ways?

Questions about Emotions (Pathos)
1. How does this piece affect you emotionally? Explain your answer.
2. Do you think the author is trying to manipulate the readers’ emotions? In what ways? At what points?
3. Does the author use humor? How does that affect your acceptance of his ideas?

Answers will vary.

Quickwrite (5 minutes)

Look back at the quickwrite you completed before reading this essay. Did your opinion change? Do you still feel the same way about people who are different? Will you change the way you think or act towards people who are different from you? Why or why not?

Have students read some of their quickwrites aloud. Then use them to start a discussion about their reactions.

If the discussion becomes bogged down or unfocused, ask questions such as the following:
- What are the main issues here?
- What does the writer want the reader to believe?
- What perspectives are represented in the text?
Reflecting on Your Reading Process

Reflection is an essential component in learning. Students benefit from discussing what they have learned about how to read and sharing that information with the rest of the class. Reflecting on their own reading process helps students consolidate what they have learned about being a thoughtful and active reader. The questions in Activity 12 may be used as the focus of a discussion or as the topic for a quickwrite.
Activity 12: Reflecting on Your Reading Process

You have now read and analyzed “The Sociology of the Leopard Man” and considered questions of social conformity and individuality. Reflect on your reading and thinking processes by answering one or more of the following questions:

• What have you learned from this article and your discussions with your classmates?
• What will you look for the next time you read a new article?
• What reading strategies did you use or learn in this module? How will these strategies apply in other classes?
• What strategies used by this writer do you think you might use in your own writing?

Connecting Reading to Writing

Discovering What You Think

Considering the Writing Task

In the workplace, the audience and purpose for writing are often very clear. While school is a preparation for various workplaces and real world activities, writing assignments frequently involve an invented audience and purpose. A well-designed writing prompt can minimize the sense of pretense and model the basic elements of an actual rhetorical situation. The assignment will be the frame that your students use to decide what they will write about and how they will use the material from the texts they have read.

Read the assignment carefully with your students. Many problems with student work arise because students fail to completely understand what the writing assignment asks them to do. Here are some strategies to help your students read the assignment carefully.

• Help students identify key verbs in writing assignments and define the nature of the support they should provide. The explanations in Appendix G: Key Assignment Words can help clarify some key terms.
• Help students specify the topic or focus of the text they are going to write. Is the topic specified for them? Do they have choices to make about it?
• Help students determine the rhetorical purpose of the writing. Are they informing or reporting? Are they persuading their readers of something? Help them recognize how the purpose of the assignment will affect the type of writing they will do. Here are some questions to help them consider this issue:
– What genre is this? Is it a letter, an essay, a report, an email, or something else?
– What format will this have?
– What are the reader expectations for this genre?
– What is your rhetorical purpose?

• Remind your students to read the assignment for information about process and deadlines. You may want to help them sketch out a timeline for completing the assignment in reasonable steps.
• Ask your students to examine the assignment for information about how they will be graded. What criteria will be used to evaluate their written work? Do they understand each criterion?
• Have your students look for information in the assignment about the audience for their writing.

The following writing prompts can all gauge your students understanding of the text and the concepts introduced in this module. Choose the prompt that satisfies your requirements the best.

### Activity 13: Considering the Writing Task

Reading the assignment carefully to make sure you address all aspects of the prompt is important. As you read these prompts, list the tasks they each require you to do.

**Writing Assignment #1: Narrative Essay**

Discuss a time when you have been pressured into changing your feelings, looks, beliefs, or actions to fit into a group. What happened? Did you change to fit in, or did you stay strong in yourself? How did you feel about your decision? How were you treated? Explain the significance of your decision.

**Writing Assignment #2: Response Essay**

Is it a good idea to change your feelings, looks, beliefs, or actions to fit in with a group? Use the example of Leopard Man as well as your own experiences and observations to support your position.

**Writing Assignment #3: Argument Essay**

Logan Feys argues, “To be human is to be an individual human, with individual tastes, talents, values, and aspirations that are distinct from those of others. Living in society, we are under constant pressure to surrender our individuality to the will of the majority, the school, the workplace, the family, etc.” (par. 6).

Do you agree with Feys? Write a well-developed essay discussing the degree to which you agree or disagree with Feys’ argument about individuality and society. Use examples from the text and your personal experience to support your opinion.
Getting Ready to Write

The following activities will help your students move as smoothly as possible from reading to writing. They may want to refer to their reading notes before engaging in these activities.

Activity 14: Getting Ready to Write

The following exercises will help you move from reading to writing.

- Freewrite/Brainstorm: Read the essay topic again, and take a minute to think about it. When your teacher says “start,” write for 10 minutes about the topic. Don’t worry about spelling, grammar, or complete sentences at this point—just keep your pen moving on paper. If you run out of things to say, repeat some ideas you may have already written. Do not stop writing until your teacher tells you to.

- Next, read what you have written. Highlight and underline important words, phrases, or ideas that stick out to you as you read. Make a note of any words or ideas that are repeated or that start to form patterns. Ask questions and make notations in the margins to note something interesting. The idea is to start to make sense of your freewrite.

- Using your freewrite and other notes you have taken, complete the following essay organizer. It is important to remember that this is still prewriting; don’t worry about spelling or grammar at this point. The goal now is to organize your thoughts a little more than in the freewrite. You will be prewriting for several main ideas in this activity, but it is up to you and your teacher how many you actually use in your essay.

   **Essay Organizer**

<table>
<thead>
<tr>
<th>What is your topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your opinion?</td>
</tr>
<tr>
<td>What is your first main idea?</td>
</tr>
<tr>
<td>Discuss one example you can use to support this main idea.</td>
</tr>
<tr>
<td>How does this example support your main idea?</td>
</tr>
<tr>
<td>Discuss another main idea.</td>
</tr>
<tr>
<td>Discuss one example you can use to support this main idea.</td>
</tr>
<tr>
<td>How does this example support your main idea?</td>
</tr>
</tbody>
</table>
Discuss another main idea.

Discuss one example you can use to support this main idea.

How does this example support your main idea?

Discuss another main idea.

Discuss one example you can use to support this main idea.

How does this example support your main idea?

This prewriting activity asks students to prewrite for several main ideas, but you can choose how many they use in their essay depending on the length requirement. The goal is for students to write a well-developed essay with examples that support their argument, so the more ideas and examples they have to write about, the better. It is helpful to collect the essay organizer at this point to review their topics, opinions, and main ideas. This will address any confusion students may have before they begin drafting their essays.

**Formulating a Working Thesis**

Most students will find it helpful to formulate a working thesis statement. After completing the essay organizer, they should have a focus and an idea about the message they want to send the reader. Although students can be successful using different approaches to writing, a strong, focused thesis statement can keep them on track.

Rather than asking students to write a single sentence hypothesis or draft a one-sentence thesis statement, tell them that they have to capture the “gist” of their argument in a few sentences—maybe six. Once they have completed that task, ask them to reduce their message to one or two sentences. Once they have completed that task, ask them to reduce it to one sentence. At that point, ask them to write a title for their paper.

Often we write our way to understanding. Allowing students to write a bit, read and assess the clarity, focus, and arguable quality of their message or thesis statement. Have students rewrite, emphasizing the way that most writers work—trying on different ideas, thinking about them in the context of the task, and then refining the thinking as they ready it for delivery to an audience.
Activity 15: Formulating a Working Thesis

A thesis statement is the controlling idea for your essay. The following questions will help you develop a tentative thesis statement. Record your answers to these questions in your journal or on a separate piece of paper.

- What is your tentative thesis? (Check your essay organizer for your topic and opinion.)
- What are the main ideas you want to write about in your essay?
- What evidence have you found for your main ideas (e.g., facts, statistics, statements from authorities, personal experiences, anecdotes, scenarios, and examples)?
- How much background information do your readers need to understand your topic and thesis?
- If readers were to disagree with your message, what would they say? How would you address their concerns (what would you say to them?)?

Once you have responded to these questions and done some thinking about your focus and purpose, try the following activity:

Rather than writing a single-sentence tentative thesis or drafting a one-sentence thesis statement, try to capture the "gist" of your argument in a few sentences—maybe six. Once you have completed that task, read your statement and identify what is most important about it, what is the key message it is trying to send. Then, revise your statement by reducing your message to one or two sentences. Reflect on it again. Once you have completed that task, reduce it to one sentence. Now, write a title for your paper.

After your students have formulated a working thesis, giving them feedback (either as individuals or as a class) before they begin to write is important. Potential writing problems can be averted at this stage—before students generate their first drafts.

Writing Rhetorically
Entering the Conversation

Composing a Draft

Activity 16: Composing a Draft

Starting with your brainstorming notes, informal outlines, freewrites, and/or other materials you have generated, write a rough draft of your essay. Just get your ideas down on paper. You will work on organizing your thoughts and developing your ideas as you revise.
Considering Structure

After students have generated a first draft, they should review their writing for effective structure. The following items are traditional parts of an essay: a beginning or introduction, a middle or body, and an end or conclusion. The number of paragraphs in an essay will depend on the nature and complexity of the student’s narrative or the argument.

Activity 17: Considering Structure

Here are some additional suggestions to help you organize your thoughts:

Introduction

• You might want to include the following in your introductory paragraph:
• A “hook” to get the reader’s attention
• Background information the audience may need
• A thesis statement along with some indication of how the essay will be developed (Note: The thesis statement declares the topic of the essay and the writer’s position on that topic. You may choose to sharpen or narrow your thesis at this point.)

**Body**
• Information that presents support for your argument
• Information that refers to different points of view or what others have to say about the topic
• Information that addresses what others say by doing the following:
  ° Refuting them
  ° Acknowledging them but showing your argument is better
  ° Granting them altogether but showing they are irrelevant
• Evidence that shows you have considered the values, beliefs, and assumptions of the audience; your own values, beliefs, and assumptions; and some common ground that appeals to the various points of view

**Conclusion**
• A final paragraph (or paragraphs) that indicates the significance of your argument—the “so what?” factor

Draw horizontal lines through your essay to distinguish these three parts, and label them in the margin.

*Note:* Writing standards 1, 2, and 3 are included here (and continue on pages 24 and 25). The specific alignment of these standards will depend on the writing assignment you have assigned or your students have selected.
and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CA

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader
by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Revising and Editing

Revising Rhetorically

After your students have addressed global issues in their writing (e.g., the prompt, organization, and development), they will be ready to analyze their own arguments rhetorically. We often speak of revision as “re-seeing”—that post-drafting perspective that allows writers to view their writing from a different vantage point. We can think of this process as being similar to that used by a director who makes final cuts after a live audience has previewed a film. Revising rhetorically means “re-seeing” our writing through key aspects of the rhetorical situation, including the audience, the writer’s persona, and the occasion.

A rhetorical approach to revision can help your students understand that revising involves more than just including instructor or peer feedback in a new draft. A rhetorical approach recognizes that revision is a strategic, selective process; what writers choose to revise depends on the ultimate purpose of their writing. Not all potential improvements will be required by the rhetorical situation. Thus, the process of revising rhetorically can help your students determine the essential characteristics of effective written communication in a specific context.

Rhetorical revision can be divided into two tasks: rhetorical analysis of the draft and review of the evaluation criteria in relation to the writing’s purpose and context.

Rhetorical Analysis of a Draft

A rhetorical analysis of a rough draft requires the writer to carefully study the purpose, argument, persona, and audience of the text. A rhetorical analysis, in other words, asks your students to consider the who, what, how, and why of their argument, along with the strategies the writer uses. Before the students fill out this graph, generate a sample entry as a class.
PAPA Square:

Purpose: What’s my purpose?

Rhetorical Methods and Strategies:
- Logical Appeals
- Emotional Appeals
- Ethical Appeals
- Evidence
- Style Choices
- Tone

Audience: Who is my audience?

Persona: What is my persona or public image?

Here are some possible questions for students to consider:
- What is the rhetorical situation? Who is my audience, and what is my argument?
- What types of evidence and appeals does this audience value most highly?
- What are the most important factors contributing to either the success or failure of the argument?
- What is the most relevant feedback I have received for this audience and context? What is the least relevant?

What are the implicit values of the rubric or assessment criteria (if available)?

Here are some possible activities:
- Ask students to read the scoring commentary on a sample essay. They may then self-score or peer-score their essays and write their own descriptive commentaries justifying the scores they gave.
- Provide feedback on only one paragraph in a draft. Then have your students selectively apply that feedback to the remainder of the essay, making critical decisions about which improvements are the most essential to the composition’s purpose. Your students may then write a justification of those decisions as a quickwrite or journal entry.
Activity 18: Revising the Draft—Rhetorical Analysis

A PAPA Square helps you analyze rhetorical strategies in your reading and writing. To apply this exercise to your writing, answer the questions around the outside of the box in reference to your own essay. In the center, identify the stylistic devices and logical, emotional, and ethical appeals you used to persuade your audience. These may include types of evidence, figurative language, text structure (e.g., cause and effect), and tone.

Purpose: What’s my purpose?
Rhetorical Methods and Strategies: Logical Appeals Emotional Appeals Ethical Appeals Evidence Style Choices Tone
Audience: Who is my audience?
Argument: What is my argument?
Persona: What is my persona or public image?

Based on the rhetorical analysis you have just completed for your draft, revise your essay to make it more effective.

Editing the Draft

While the first draft of an essay is generally writer-based, as writers revise, the writing they create has the reader in mind; writing that is, in other words, more reader-based. At this point, they will need to address surface level issues such as grammar and usage error, sentence clarity, sentence variety, word choice, and various other stylistic features. Students benefit from instruction that targets particular constructions and asks them to make observations about those constructions. Identifying and practicing these constructions and conventions constitutes a major part of an individual’s editing knowledge.

• Consult the Rhetorical Grammar for Expository Reading and Writing materials that accompany grade twelve for lesson ideas to help students edit their papers effectively.
Individual Work

Your students will now edit their drafts on the basis of the information they have received from you or a tutor. Provide your students with an editing checklist. Part II of the Essay Evaluation Form (Assignment Template, Appendix K) is a form you might use.

Activity 19: Editing the Draft

Edit your draft on the basis of the information you have received from your instructor or from a tutor. Use the editing checklist provided by your teacher.

The following editing guidelines will also help you edit your own work:

- If possible, set your essay aside for 24 hours before rereading it to find errors.
- If possible, read your essay aloud so you can hear errors and awkward constructions.
- Focus on individual words and sentences rather than on overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then, touch your pencil to each word as you read.
- With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
- Look for only one type of error at a time. Then, go back and look for a second type and, if necessary, a third.
- Use the dictionary to check spelling and confirm that you have chosen the right word for the context.

Reflecting on Your Writing Process

Reflection is an essential component in learning. Students benefit from discussing what they have learned about how to write and sharing that information with the rest of the class. This activity supports shared understanding of key terms, important moments and moves in developing writing, and generalizations that organize students’ approaches to writing. Reflection allows students to articulate their attitudes and assumptions about literacy and the role it plays in their developing academic identities.

When you return the essays to your students, a good practice is to ask them to reflect in writing about the process of writing the essay, what they have learned that they can apply to their next assignments, or how they feel about the comments you have given them on the essay.
Activity 20: Reflecting on Your Writing Process

Reflecting on your writing is an essential part of improving on your next assignment. Select one or more of the following questions and write a brief response. Discuss your response with a classmate.

• What have you learned about your writing process?
• What were some of the most important decisions you made as you wrote your essay?
• In what ways have you become a better writer?

As a class, discuss the insights students have about their writing. You might close the module by discussing any conclusions your students have come to regarding

• Things good readers do to read effectively
• Things good writers do to write effectively

The more that students can tell stories about their writing experience, the better they begin to internalize habits of mind that support a more complex view and performance of reading and writing literacies.