

Essay Writing: Unit VIII

Power Paragraphs in Expository, Persuasive And Argumentative Essays

By

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Essays: Types and Empowerment

I The Basic Essay and its Variants

In this method of teaching writing the basic essay is the vital foundation which must be laid well before proceeding to the variations of it. In grades four and five teachers need not go beyond it. In preparation for the basic essay, young writers must learn to use the library and Internet skills stressed in library reports, units four and six. They learn to generalize so as to choose topics which are categories rather than details. In addition they learn to move from the present tense in essays on countries to the past tense in those about individuals. Finally they learn structure, the basic elements in an introduction and conclusion as well as the topic-clincher relationship. Even in the senior high school or, if university students have had no previous experience with this method, the basic essay must be mastered.

The basic essay consists of five paragraphs, an introduction, a three-paragraph body and a conclusion. With no difficulty, it can be lengthened by writing a five-paragraph body. Two basic essays can be put together to create a super essay, particularly where the subject has two distinct aspects as in a “causes and consequences” question, e.g. The Causes and Consequences of the Civil War. Even the country study – with Norway as the example – could be converted into a super essay. For example the first basic essay might be devoted to the physical geography (Topics: fiords, mountains, Gulf Stream) and the second to human activities (Topics: fishing, oil, shipping). If a super introduction and super conclusion is added, one has a twelve-paragraph essay on Norway. Consequently there are many methods by which a teacher can give students practice in mastering the basic essay.

Most of this is more than adequately covered in the text and need not be repeated here. But the message is, see that your young writers master the basic essay before beginning the types of essays about to be discussed below. Naturally if your student is in grade eleven or twelve, one must get on with these types.

II Three Types of Essays

- A. The expository or literary essay is exactly like the basic essay except that in the conclusion it does not ask which topic is more important and why. Rather it argues that all these three topics are equally important and equally valid. For example in “Which is preferable, a home or an apartment?” an expository argument in the conclusion might argue: Each family or individual must decide their priorities but all should consider convenience, finance and life style (the three topics). The writer does not tell you which is most important, only that all three topics must be considered equally. The expository essay is less pushy than the persuasive and argumentative. The writer “exposes” the reader to the topics, “exposes” them to the matters to be considered and “exposes” the problem. The writer does not push his personal opinion so the propagandist element is reduced.
- B. The persuasive essay is also exactly like the basic except that it must include a question within the introduction. For example: What is most important in deciding your kind of housing? Thereafter in the conclusion, it follows the basic essay in detail by answering the question posed in the introduction as in “Consequently finance is the most important factor.” Remember how the writer handles the “why” in the basic and persuasive conclusions has a great deal to do with the quality of the essay. The sheen of impartiality is maintained until the conclusion when the writer finally exposes himself.
- C. The argumentative is the most difficult of the essay types. Personally I would not introduce this type until university. However a couple of Canadian provinces demand it in senior high. Of course if this method of writing had been introduced in grade nine or ten, grade eleven and twelve students should readily master the argumentative essay. The literature and high school teachers say that the writer must state his thesis in the introduction. Right! there you have a conundrum. Thesis? What do they mean? I may not be much clearer – but let me try.

In addition to the three topics, the writer must come up with a fourth topic which is all-inclusive or all-embracing meaning that the fourth topic must be able to be related to the other three. In the house-apartment debate, the writer argues that the age of the

buyer is most important. It relates to all three topics. Convenience depends upon age, finance often relates to age and life style frequently is determined by age. The thesis therefore is: "Choosing a dwelling is fundamentally a factor of age which often determines the convenience, finances and life style." Look at the Norway essay. The fourth over-arching factor could be geography and the thesis: "Norway has been shaped by the geography of her fiords which has determined her major industries, fishing and oil extraction."

After stating the all-embracing topic in the introduction, the key word – "age" in one and "geography" in the other – must be mentioned in each body paragraph, in the topic sentence or somewhere else in the paragraph. Is it any clearer? Keeping the above in mind, you should read the section following on Introductions and Conclusions of the various types of essays. If the thesis idea is taught through the concept of the "fourth factor," the weaker or younger students may never grasp it. There is a second and easier method.

Put your persuasive conclusion in the introduction in a thesis statement. In the house-apartment essay: "The most important factor in choosing one's dwelling comes down to finance because convenience and life style are determined by it." In the Norway essay: "The fiords have been the most important factor in Norway because both fishing and the oil industry depend upon them."

The argumentative essay has one major weakness. By stating the writer's view in the introduction, it may "turn off" the very readers which the author wishes to reach. This is particularly true if the subject is controversial. In a newspaper, for example, a reader who believes in a woman's right to choose in the abortion debate, will likely read no further than the thesis statement in the introduction: "Abortion is evil because it denies the right to life." Only the already converted will continue to read: the bias is direct.

Thus the argumentative essay is confrontational while the persuasive essay is likely to draw along both types of readers – pro and anti – until the conclusion. If the impartiality of the body is clear, the conclusion might even persuade, which surely formed the aim of the

composition in the first place. Persuasive essays could be accused of being sneaky and deceptive.

On the other hand the expository essay will sum up the pro and con arguments, ending with the suggestion: "You the reader decide." It can be accused of being wishy-washy, almost indifferent, some would say, ineffectual. Consequently the three types of essays have been invented because people vary in their likes and dislikes and circumstances vary requiring different approaches.

Since introductions present a mini-outline of the essay to come, and conclusions are their hearts, models are shown below for the three types of essays. Essay subjects vary, from literature, history and sociology. They also indicate the different language in which essay questions are posed: examine, assess or critically discuss.

Get your introduction correct

The body is assured

Get your conclusion right

Your mark is guaranteed.

* * * * *

Relax and Smile: More Work Ahead

The Discouraging Discovery of Little Jack Homer

[one and a half out of five stanzas]

Oh, hideous fatality! For when with eager
palate he
Commenced to eat, he happened on an
accident uncouth,
And cried with stilted moan: "Of it one plum
I tried. The stone of it
Had never been extracted, and I've broke a
wisdom tooth.

The moral: It is saddening, embarrassing, and
maddening
A stone to strike in what you thought was
pastry. One thing alone
Than this mischance is crueler, and that is
for a jeweler
To strike but pastry in what he fondly thought
to be a stone.

(G.W. Carryl, Mother Goose for Grown-ups, London, 1900)

III Introductions: Various Types of Essays

Every introduction of any type of essay must contain

- a) time, place
- b) historical background
- c) end with title.

Only in the statement of the themes or topics does the procedure vary as demonstrated below.

- A. Essay subject: Which is preferable, a home or an apartment?
1. **Expository or Literary Essay:** State the three topics: "In deciding upon a dwelling one should consider 1) convenience, 2) finance and 3) life style."
 2. **Persuasive Essay:** State question & topics: "What is the most important in deciding where to live? Is it convenience, finance or life style?"
 3. **Argumentative Essay:** State thesis (conclusion) and topics: "Choosing a dwelling is fundamentally a factor of age. Normally apartments appeal to the young and the elderly while houses are preferred by the mature middle ages. Age determines convenience, finances and life style."
- B. Essay subject: How does Shakespeare achieve the atmosphere of impending doom in the tragedy "King Lear"?
1. **Expository or Literary Essay:** State the three topics. "Shakespeare achieved the atmosphere of impending doom by 1) the animal imagery of savagery, 2) the great storm scene and 3) the growing madness of the king."
 2. **Persuasive Essay:** State question & topics. "How does Shakespeare achieve the sense of impending doom? Is it through the animal imagery, the great storm or the growing erratic behaviour of Lear?"

3. **Argumentative Essay:** State thesis (conclusion) and topics: “The play is exclusively about madness, the growth of madness & the triumph & tragedy of madness. The impending doom of madness pervades the tragedy through the animal imagery, the ferocity of the great storm & the peculiar behaviour of the king & others. Finally all are mad.”
- C. Essay subject: Examine the fundamental factors of Norway.
1. **Expository or Literary Essay:** State the three topics: “Norway has become famous for its 1) fish, 2) fiords and 3) fuel.”
 2. **Persuasive Essay:** State question & topics: “What are the fundamental factors of Norway? What has shaped her people? What has been the role of fish, fiords & fuel in the history of Norway?”
 3. **Argumentative Essay:** State thesis (conclusion) and topics: “Norway has been shaped almost exclusively by geography. The geography of the fiords has shaped her major industries, fishing & fuel.”
- D. Essay subject: Assess or critically discuss the life of John A. Macdonald, founder of Canada.
1. **Expository or Literary Essay:** State three topics: “Macdonald 1) became the main architect of confederation, 2) guided Canada during its formative years and 3) united the country by pushing the railway from coast to coast.”
 2. **Persuasive Essay:** State question & topics: “Which of the multiple achievements of Macdonald stand out most prominently? What has been his legacy? Was it his design of confederation, his guidance during the formative years of Canada or his railway building policies?”
 3. **Argumentative Essay:** State thesis (conclusion) & topics. “Macdonald stands out as Canada’s most remarkable political opportunist & imperialist, designing

always to enhance his personal status which he viewed as synonymous with that of the country. His search for power can be seen in his designs for confederation, his leadership of the country and the imperialism of his railway building.”

The Body Paragraphs

In both the expository and persuasive essays, the writer can follow the exact pattern as set forth in the basic essay.

In the argumentative essay there is an over-arching theme, the key word or phrase of which should appear in each body paragraph. For example the over-arching theme in essay A is age, in C geography and in D opportunism. In A for example the word “age” should appear in each of the three body paragraphs.

Remember the body consists of three paragraphs, each one given over to one of the topics stated in the introduction.

In the extended essay an introduction could state four to five topics, the body then consisting of four to five paragraphs.

In all essays the topic-clincher rule applies: The key word or phrase of the topic or first sentence must be repeated in the clincher, the final sentence of the paragraph.

IV Conclusions: Various Types of Essays

A

1. **Expository:** Stress the three topics equally. "Convenience, finance and life style will be crucial in determining the type of dwelling one chooses. Income will dictate whether a house might be possible. Living in poverty, some people are forced to exist all their lives in apartments because of lack of capital, because of disasters such as divorce, or because of disability. Frequently the type of dwelling determines ones life style, rather than the reverse. Finally convenience often becomes sacrificed as the congestion and rush hours in large cities can attest. All three factors should be considered equally by a family deciding upon whether to live in an apartment or a house."
2. **Persuasive:** Argue that one topic surpasses all others and why. "Convenience becomes a choice for the well-to-do only. The poor normally are not given a choice. Considering life style, it is again a choice for those who can raise capital. Those with the means may choose apartments when young and houses after marriage. On the other hand the poor will live all their lives in apartments because poverty inevitably dictates the life style and frequently the lack of convenience. Consequently the most important factor in determining where to live comes down to finance. All other considerations are irrelevant."
3. **Argumentative:** The over-arching factor or thesis embraces all the three topics. "For the vast majority of people age determines the type of abode. Most young people do not have the financial resources to move into a house when they first begin work. They must secure their jobs and save money, establish credit and pay for a car. By their thirties they can move out of apartments and into a house in the suburbs. This may not be convenient or financially sensible but the majority do it as marriage occurs and children begin to arrive. Thus convenience, life styles and even finance are less important than age. Thereafter when the children have grown and possibly a partner dies, the upkeep of the house becomes burdensome and driving is impossible, the elderly move back

into the apartments of their youth. Neither finance, convenience nor life style determines this move. It is exclusively a matter of age. As a result the choice of dwelling for the majority becomes primarily a factor of age which in turn essentially determines finances, life style and convenience.”

B

1. **Expository:** Stress the three topics equally. “Shakespeare achieved the atmosphere of impending doom by the image of animal savagery, the great storm scene and the growing erratic behaviour of various individuals including the king. All were essential for success.”
2. **Persuasive:** Argue that one topic surpasses all others and why. “The growing madness of Lear, beginning with his division of the kingdom to his broken spirit at the end, creates the feeling in the audience of impending doom. Lear’s madness becomes heightened by the savagery of animal imagery and the great storm. However, it is the king’s behaviour which drives the plot to its tragic and doomed conclusion.”
3. **Argumentative:** The over-arching factor or thesis embraces all three topics. “From the opening of the play the audience becomes apprehensive about the wisdom of Lear in giving away his kingdom. Eventually people are not surprised by his madness, the madness of his two daughters in their treatment of him and the lack of balance or madness in the minor characters with the exception of Cordelia. The Tragedy of King Lear is a study of madness in its many forms.”

C

1. **Expository:** Stress the three topics equally. “Without its fiords, fish and fuel Norway would never have come into existence. The three taken together make up the essence of the kingdom. They are so interwoven that if one were removed the other two might cease to exist.”
2. **Persuasive:** Argue that one topic surpasses all others and why. “Of the three “F’s”, fiords have become the most important for the fishing and fuelling industries of

Norway. From Viking times to the present the fiords have shaped Norway and Norwegians. The fiords have provided protection, a training ground and easy transportation throughout history. They have moulded the country and its people.”

3. **Argumentative:** The over-arching fourth factor or thesis embraces all three topics. “Norway has been shaped by her geography and especially the fiords. Without them Norway probably would have remained a province of Sweden or a colony of Denmark. Geography determined there would be fishing and fuel industries. Dominated by fiords, Norway has been formed and developed into a kingdom by her geography. It determined Norwegians would be fishermen, seamen and oil riggers and created a common language among them. Few other nations have been as dominated by geography as has Norway.”

D

1. **Expository:** Stress the three topics equally. “Three great events dominated the life of Macdonald and shaped his legacy in Canadian history. As the main architect of confederation, Macdonald guided Canada during its formative years and united the country by building the railway coast to coast. He had the foresight to seize the moment and shape major events. That was his greatness.”
2. **Persuasive:** Argue that one topic surpasses all others and why. “Of the many achievements of Macdonald, the creation of confederation was clearly his most important. Without confederation, no railway would have been built and no young nation could have been guided. Rather a few weak British North American colonies would one after the other, have become smothered in the American union to the south. The entire Macdonald achievement began with confederation. Without it, he would have been a forgotten man.”
3. **Argumentative:** The over-arching fourth factor or thesis embraces all three topics. “Macdonald grasped the opportunity of confederation to fulfill his political ambition and imperialist dream to create a nation across the northern regions of

America. He sought power for himself and the new country from Britain and from the United States. This was his aim as he governed Canada in its early years. Driving the railway to the Pacific, he sought and succeeded in creating the third largest country geographically in the world. It was his imperial dream. He was its leader. His ambition had been achieved.”

Comments Regarding Extended Essay Conclusions

The extended essay refers to five topics in the introduction, has a five-paragraph body and includes all the topics in the conclusion.

In the extended expository essay all topics in the conclusion are given equal weight. There are four or five ideas which readers should consider before making up their own minds. Five topics expose the problem.

In the extended persuasive, one topic, or two combined, can be argued as of most importance. Two topics working together produce the satisfactory answer or persuasive conclusion.

In the extended argumentative essay the over-arching factor – or thesis – must argue or embrace all four or five topics. In the house-apartment debate one could add the physical condition of a property, as a fourth topic. Age can still be regarded as the over-arching factor or thesis.

* * * * *

Relax and Smile: More Work Ahead

The Admirable Assertiveness of a Jilted Jack

[Three stanzas of the eight]

A noble and a generous mind
Was Jack's;
Folks knew he would not talk behind
Their backs:
But when some maiden fresh and young,
At Jack a bit of banter flung,
She soon discovered that his tongue
Was sharp
As any axe.

A flirt of most engaging wiles
Was Jill;
On Jack she lavished all her smiles,
Until
Her slave (and he was not the first)
Of lovesick swains became the worst,
His glance a strong box might have burst
His sighs
Were fit to kill.

Thus hand in hand the tempting hill
They scaled,
And Jack proposed a kiss to Jill,
And failed!
One backward start, one step too bold,
And down the hill the couple rolled
Resembling if the truth were told,
A luggage train
Derailed.

(Carryl, Mother Goose.)

V Enriching essays with Power Paragraphs

What follows is a series of paragraphs most commonly used in academic writing. In theory any of them could be applied to creative fiction as well, but in practice they are most frequently used in essays or research reports. The rules for descriptive paragraphs – both the GPG and Five Senses types* – are the same. Content only separates fiction from fact.

Interesting history it has been argued, is often a matter of good writing which frequently means that the techniques of the novel have been adopted by the historian. In addition to the descriptive, there are four variety paragraphs. They are:

1. Cause and effect
2. Opinion and reasons
3. Question and answers
4. Problems and solutions

Finally, examples of the three kinds of compare and contrast paragraphs follow. All of the paragraphs adopt the basic structure of the topic-clincher relationship. The examples speak for themselves.

For a half century I have required students to underline dress up, and use the left hand margin to record decorations and opener numbers. While working more closely with students during the past decade, I have come to require a right-hand margin where they record notes on structure. Nearly all compositions now have this feature as recorded in the following.

* The GPG refers to a general statement of description in the topic, the details or particulars in the middle of the paragraph and a return to the general in the clincher. Students number the particulars in the right hand margin. In the five senses description, writers number (1-5) in the right hand margin across from where they have dealt with sight and hearing, taste, feel and smell.

Descriptive Paragraph [GPG]

2 In the late eighteenth century a social and economic crisis or **Topic: general**
 upheaval of astonishing magnitude struck the Bantu of South **Crisis**
1 Africa. The plains on which they lived were clearly a land of milk **1. Land**
3 and honey with well-watered, fertile soil. Slightly populated with a
 technologically inferior aboriginal people, the plains presented few
4 obstacles to the Bantu's expansion. Migrating over the centuries
 from Central Africa, Bantu custom dictated that ideally women **2. Custom**
5 should give birth to many children. While in the malaria belt of the
5 interior, half of the children died as babies. When the Bantu moved
3 into the malaria-free plains, many more babies lived. Consequently
1 population expanded rapidly. The growing population caused the
 moving frontier where each generation of sons built homesteads **3. Frontier**
 and cultivated the soil, killed or absorbed the aboriginals and
2 seized their herds of cattle. With the expansion northward from
 the Cape of white settlers with firearms, the moving frontier came
5 to a halt. As more and more people and more and more cattle were
 squeezed on to a static land area, economic and social pressures **4. Pressures**
3 developed and grew. Tragically in the 1790's an unusually
 prolonged drought lasting seven years exacerbated near crisis **5. Drought**
3sss conditions. Cattle died of famine. Thousands of people starved.
1 Half the population perished. Multiple civil wars broke out because
 communities fought to survive at the expense of their neighbours.
Triple 1, 3 Order collapsed, society fractured and violence raged. Eventually
 the social and economic disruption among the Bantu, led to the rise
 of a number of blood-thirsty tyrants, a subsequent struggle for **Clincher:**
 power and the eventual emergence of one king-emperor who **general**
 adopted drastic and brutal policies to overcome the crisis. **Crisis**

Descriptive Paragraph: [Five senses]

1	The hundred-day horror which swept Rwanda in 1994 was	Topic: general 100 Days
2	not the work of high tech kalashnikovs but rather thousands of the lowly machete. Among the beautiful green mountains and <u>carefully cultivated</u> valleys, observers could see the fleeing people,	1. See
4	Rampaging hordes rushed through the streets of the villages, towns and cities, even the capital <u>where</u> law and order no longer existed.	2. Heard
3	Clearly they had heard the fatal radio broadcasts urging Tutsi genocide, heard the screams of women and children and heard the horrible mourning of the dying. Why had the world forgotten them? Why had the United Nations <u>totally and cruelly</u> ignored this tiny republic in the heart of Africa? When the plane of the Hutu prime minister had crashed, might it have been an accident rather than a Tutsi-planned assassination as the rumours had it? While many could feel the pain of the long historical aggression of the Hutu, and feel the indignity of it, observers could now directly feel the suffering of the thousands of wounded Tutsi <u>who</u> overwhelmed the hospitals and clinics. Even the churches and cathedrals, traditionally places of refuge, became slaughterhouses where the smell of death, the smell of burning flesh and the smell of hate polluted the altars and the pews. Priests had colluded with murderers. Nuns had opened church doors. Ethnic hatred overwhelmed Christ's teaching. It had become an unfolding tragedy and catastrophe of un-mitigated proportions. An evil taste had crippled the church, a putrid taste defiled the nation and a poisonous taste <u>would mark and sear</u> Rwanda's history for centuries to come. Will the legacy ever fade? With rarely a gunshot to be heard, Rwanda literally bled for a hundred days <u>because</u> one group sought vengeance while figuratively it will bleed for a hundred years. Or possibly more!	3. Feel
Triple question		
5		4. Smell
1		5. Taste
3sss		
1		
1		
quest.,6,2		Clincher: general 100 Days
d. close		

Question and Answer

Question	Is America's modern role as world policeman merely an extension of Manifest Destiny, a doctrine of the nineteenth century <u>which</u> accompanied the physical and territorial expansion of the United States? Manifest Destiny was <u>partially</u> a religious belief that it was divine will which either by negotiations or force, the United States <u>was destined to expand</u> over the entire new world from sea to sea and pole to pole. Similarly today the idea of global policeman has religious overtones <u>where</u> there are <u>righteous and evil</u> states, good states and criminal states which America must police. In the nineteenth century America marched across the continent at the expense of Canada and Mexico, into the Caribbean taking Cuba and Panama and across the Pacific to seize the Philippines. When territorial growth ceased, America turned to clientage <u>because</u> it was cheaper. Creating satellites involved mostly economic and cultural expansion. Japan was an example. However, American companies and culture in the late twentieth century has spread over Europe, Asia and Africa as in an earlier period it had enveloped Canada and Latin America. As global policeman the task is mainly to defend American interests, to talk softly but carry a big stick. Cultural and economic Manifest Destiny promised profits cheaply except for the expense of being policeman. Working through the U.N. this expense can be shared and reduced. Thus the role of world policeman is to be the agent of Manifest Destiny, a divine mission to spread American culture, American values and American corporations over the globe.	Question
1		
3		Answer
2, Metaphor		
5		
4		Answer
6		
1		
5		Answer
1		
4		Answer
1		Clincher
		Answers
		Topic
		Question

Problem and Solution

1	This area struggles with a <u>severe and expensive</u> problem of	Problem
2	leaking and flooding houses. For a region <u>where</u> more	
	precipitation falls than in some five countries put together, it seems	
	<u>surely</u> strange that the building trades cannot construct a	
1	waterproof house. The first solution should be to tighten up the	Solution
	regulations for members of the building trades so that, for example,	
	a prairie farmer <u>who</u> helped build a granary once upon a time and	
	discovered to his surprise he could hit a nail straight, would not be	
3	able to migrate west and proclaim himself a carpenter. Secondly	Solution
	there should be guarantees on new buildings for at least five years.	
3sss	Some houses have none. Others carry one year. A toaster offers	
5, Triple	more. While basements flood, walls crawl with mould and	
4, Triple	skylights drip, no one takes responsibility. Flooding, moulding	
	and dripping should, thirdly, be a case for the courts <u>because</u> if the	Solution
6	developer fails to pay, he should for a term sit in jail. Behaviour	
1	thereafter might change. Hence, these are a few suggestions which	
	<u>might prevent or solve</u> the problem of sub-standard construction of	Problem
	houses in this area.	

Cause and Effect

2	In the past decade <u>many thinking</u> people have come to	Effect
6, Question	oppose capital punishment. The change is worldwide. What has	
5	caused this change in public opinion? While there are over 150	
	countries in the world, only about five of the most oppressive	
1	regimes maintain the death penalty. Few <u>wish to be included</u> in	Cause
1	this group. Research has shown that <u>frequently</u> minorities such as	
	the Kurds in Turkey or Aboriginals in Australia are executed for	Cause
4	crimes <u>while</u> majority peoples are spared. Fearing bias in the	Cause
	justice system, some lawyer groups have shown that significant	

	numbers of innocent people have been placed on death row	
	<u>because</u> of forced confessions, because of poor defense counsel or	Cause
3	because of outright deception by the prosecution. Finally some	Cause
	argue the state does not stop violence by engaging in it, <u>which</u>	
1	merely breeds more violence. The effect of all these reasons or	Effect
	causes has resulted in a drastic decline in capital punishment	
	worldwide.	

Opinion Paragraphs

d. open, 1	Behaviour is learned. Genes have nothing to do with	Opinion
	behaviour <u>because</u> parents are primarily, <u>if</u> not solely responsible	
2	for how children grow into adults. For some time it <u>has been</u>	Reason
	<u>known and acknowledged</u> that children have been shaped by the	
3	age of seven. Clearly parents dominate the child's environment	
4	during those years. Blaming teachers or television or the Internet,	Reason
5	are <u>merely</u> ways in <u>which</u> parents shift responsibility. While	
	genetics might explain physical traits and some inherited diseases	
3	in children, genes <u>cannot and will not</u> determine behaviour. Early	Reason
2, Triple	environment determines behaviour. Parents create that	Reason
	environment, create or fail to create discipline, and determine what	
	kind of adult the child will become regardless of its inherited genes.	Opinion
d. close	Environment is paramount.	

Compare and Contrast: Alternating Pattern

5	While the pyramids of Giza plateau in Egypt and the	General
	Yucatan peninsula in Mexico share some basic similarities, their	
2	differences <u>possibly</u> seem even greater. In comparing pyramid	Similar
	construction, it is noteworthy that both the Egyptians and Mayans	
	appeared concerned with mathematics, the planets and the stars.	

6, 1	Both designed with steps. Nevertheless construction techniques remained different, probably <u>because</u> the pyramids of Egypt were	Different
3	built 3,000 years before those in Mexico. Similarly both sets of pyramids <u>were built to glorify</u> the gods and their representatives	Similar
1	on earth. However the comparisons ends there, <u>because</u> the pyramids in Egypt were constructed as tombs of the kings <u>while</u>	Different
6	those in Mexico, in contrast, were designed as temples. Both were decorated. Comparing both societies, it becomes clear that artists	Similar
4	were spurred to creativity by a desire to please or placate the divine. Comparisons, however, seem superficial while contrasting	
1	features appear fundamental. In Egypt the interior walls of the tombs were covered with painted scenes of royal life, while among	Different
2	the Mexicans the exterior was decorated with carved figures (<u>which</u> were) often interpreted as symbolic of the <u>brutal and bloody</u> nature	
1, Simile	of Mayan religion. Temples and tombs are as distinct as rakes and brooms. Comparing temples to tombs in function, design and	General
4, Triple	decoration immediately suggests a disconnect which probably explains why the contrasts outweigh the similarities between Egyptian and Mexican pyramids.	Similar Different

Compare and Contrast: Block Pattern

5	While the pyramids of Giza plateau in Egypt and the Yucatan peninsula in Mexico share some basic similarities, their	General
4	differences possibly seem even greater. Built in steps, the pyramid builders of Giza appeared <u>greatly</u> concerned with mathematics, the	Giza
5	plants and the stars. When constructed 5,000 years ago, they were designed to glorify the grandeur of the gods and their	
allit.	representatives on earth, the kings of Egypt. The Giza pyramids held tombs. With elaborate decorative painting on the walls of the	
1	tombs, the pyramids of Egypt have been considered one of the Seven Wonders of the World. Like the Egyptians, the Mayan	
2		

3 builders in Yucatan also built step pyramids and were concerned **Transition**
 1 with mathematics, the planets and the stars. Unquestionably they **to Yucatan**
 1 too wanted to glorify the gods. Their pyramids were designed as
 1 temples where the external decorations of carved figures have been
 4, **Triple** pyramids of Giza and Yucatan were distinct because the first were
 designed as tombs in a desert and the latter as temples in a tropical
 rainforest. Comparing temples to tombs in function, design and
 decoration immediately suggests a disconnect which probably **General**
 explains why the contrasts outweigh the similarities between
 Egyptian and Mexican pyramids.

Compare and Contrast: Similar – Dissimilar

5 While the pyramids of the Giza plateau in Egypt and the **General**
 2 Yucatan peninsula in Mexico share some basic similarities, their
 6 differences possibly seem even greater. In comparing pyramid **Similarities**
 3 construction the Egyptians and Mayans appeared fascinated with
 1 mathematics, the planets and the stars. Both were designed with
 1 steps. Similarly both sets of pyramids were built to glorify their
 1 gods and their representatives on earth. Both Mayan and Egyptian
 1 pyramids were decorated. Comparisons, however, seem **Transition**
 superficial while contrasting features are clearly fundamental.
 4 Comparing construction techniques, the differences seem **Dis-**
 noteworthy probably because the pyramids of Giza were built 3,000 **similarities**
 3 years before those in Yucatan. Significantly they were designed for
 1 different purposes. Those in Egypt were constructed as tombs for
 2 the kings while those in Mexico, in contrast were designed as
 temples. Therefore in Giza the interior walls of the tombs were
 covered with painted scenes of royal life while in Yucatan the
 exteriors were decorated with carved figures, often interpreted as
 symbolic of the brutal and bloody nature of Mayan religion.

4, Triple Comparing temples and tombs in function, design and decoration, General immediately suggests a disconnect, which probably explains why contrasts outweigh the similarities between Egyptian and Mexican pyramids.

A Super Essay Question & Procedures

Assignment: Analyze the causes and consequences of the attack upon the World Trade Centre in New York and the Pentagon in Washington on September 11, 2001. This should be a fully documented and footnoted essay.

Comments: You will be expected to write two basic essays – each of the usual five-paragraph structure – the first devoted to the three major causes of the disaster and the second to the three consequences. Since the event is so recent your research will be almost exclusively on the Internet, and consequences be partly conjectural on the part of the writers. Let the first essay be argumentative in structure and the second persuasive. Thereafter you “glue” the two essays together into one super essay with a super introduction and conclusion, a transition paragraph and an eyecatcher. You will have separate titles for essay #1 and essay #2. Once they become part of the super essay these titles disappear but remain in the clinchers of the introductions and conclusions. Thereafter you create a super essay title which appears in the presentation, super-introduction and super-conclusion. In addition you follow the usual rules about dress up and openers, decorations and triples. Finally while the left-hand margin has always been used for noting stylistic devices, the right-hand margin must be used for structural elements in this essay.

Procedure:

Essay One

Begin stage one by planning and writing a five-paragraph basic essay on “causes” with the following requirements.

- a) Use an argumentative structure.
- b) Document and footnote
- c) Include a minimum of one descriptive paragraph
- d) Include two variety paragraphs (any two of opinion, question, problem, effect)
- e) Note these structural elements in the right-hand margin.

Pass in this essay for evaluation.

Essay Two

In stage two plan and write a second five-paragraph basic essay in persuasive structure. Remember the following:

- a) Document and footnote.
- b) Include a minimum of one descriptive paragraph.
- c) Include two variety paragraphs: Do not repeat the types you used in essay #1.
- d) Note the structural elements in the right-hand margin.

Pass in this essay for evaluation.

The Gluing

In stage three you must glue together the two essays you have written into one super-essay. Do this by writing four more paragraphs and re-numbering the footnotes.

Super introduction:

- a) Time and place
- b) The thesis statement of essay #1 and its three sub-themes.
- c) The question posed in essay #2 and its sub-themes.
- d) End with your super-essay title.

Super Conclusion:

- a) How does the thesis statement of essay #1 and the major cause relate to the answer to the question in essay #2?
- b) The three causes and three consequences may be mentioned.
- c) End with the super essay title.

Transition: A transition paragraph comes between the two essays, shifting the focus from causes to consequences.

- a) It can be short.
- b) Relate causes to consequences. In theory every cause has a consequence.

Eyecatcher: Enhance your super-essay with an eyecatcher directly after the title and before the Super-introduction.

- a) A relevant quotation or your own fictional incident.
- b) A short dramatic scene at ground zero, September 11, 2001.
- c) Indent from both margins, single space, could be in italics.

Footnoting: Re-number the footnotes in essay #2, so they move chronologically throughout the Essay. This probably requires replacements using *ibid.* and *op. cit.* in the footnotes of essay #2.

Finally, create your bibliography.

* * * * *

Relax and Smile: More Work Ahead

The Moral of Little Miss Muffet

The moral is this: Be it madam or miss
To whom you have something to say,
You are only absurd when you get in the curd
But you're rude when you get in the whey.

The Fearful Finale of the Irascible Mouse

[Two out of seven stanzas]

With all the admirable skill
That marks the rodent race
The mouse ran up the clock, until
He'd crept behind the fence,
And then, with words that no one ought
To use, and scornful squeals
He cried aloud: "Just what I thought!
Great oaf, you're full of wheels

To earth the prowling rodent fell
In terror for his life,
And turned to flee, but, sad to tell,
There stood the farmer's wife
She did not faint, she did not wail,
She did not cry out: "Scat!"
She simply took him by the tail
And gave him to the cat.
(Carryl, Mother Goose)

The Troubles of Louis Riel

By

Jennifer Chu

Third draft. Grade 10. Dec. 1996

1 Louis Riel straddled the cultural and racial divide between **Introduction**
4 Natives and settlers in Western Canada. Born on the banks of the
 Red River in 1848, he was tried and hanged in Regina in 1885 by
 the order of the Canadian judicial and political establishments.
4 Following a lengthy education first on the Red River and second for
 seven years in religious institutions in Quebec, he was a
5 remarkably learned man. When he returned to his birthplace as
Triple adult, he became spokesman for the people, led an insurrection,
 became head of government and negotiated the entry of the **Basic**
6 province of Manitoba into the Canadian confederation. He became **Expository**
3 half-hero, half villain. Eventually after winning in a federal **Essay**
 election in Manitoba, he tried to take his seat in Ottawa, but was
1 expelled from parliament. He fled to Montana where he taught
2 school. In a few years discontent on the Saskatchewan River
1 brought him back to Canada. He led a second rebellion when the
 Canadian authorities approached him with an olive branch in one
 hand and a revolver in the other because the railway had reached
4 the West and troops could easily be brought in, to enforce federal
3 authority. Accused of treason, he was executed at forty-one years
 of age. Possibly he should be analyzed as a man who suffered as a
 result of mixed race and culture, second as the Manitoba father of **3 Topics**
 the Confederation and thirdly and finally as a traitor to Canada.
d. close His was a troubled life.

1 Louis Riel was a Metis, a Canadian term referring to people **Topic 1:**
 of mixed Aboriginal and European descent, and derived from a **Metis**
3 French word related to "mestizo."¹ Clearly he had little Aboriginal

¹ Canadian Oxford Dictionary.

1 blood because only one ancestor three generations back had been
 1, 4 partly Native. Canada apparently also believed in the one-drop
 rule. Nevertheless his family was truly Metis in culture. Taking
 part in the buffalo hunt and the annual trips to the lake to shoot
 geese, Louis was a devotee of Metis music and dances while
 recalling with pride the rhetorical speeches of his father which were
 Simile, 5 like a never-ending breath of fire.² While Riel and his family were
 4 devoutly and proudly Catholic, their heartfelt religion had become
 laced with the spirituality of the First Nations. Abandoning the
 goal of entering the priesthood, Riel joined a law firm in Montreal
 and proposed to a woman whose father strenuously objected
 3sss because of his mixed race.³ Racism pervaded Montreal. He
 5 decided to leave. But the Red River beckoned. While he felt white
 society despised him, Louis Riel later discovered on the
 Saskatchewan that the Natives did not trust him and his Metis
 6, 2 followers either. Both cultures rejected him. For the next fifty
 years English Canadian writers derogatively continued to refer to
 him as a half-breed, a savage and a madman with eccentric and
 1 foolish ideas. One writer referred to his “effrontery in offering
 himself for election and attempting to take his seat in parliament.”⁴
 1 Given his aboriginal spirituality and abandonment of the
 priesthood, the Catholic missionaries denounced him for drawing
 the Metis away from “the beneficent influence of their clergy.”⁵

Question Who could doubt that his trial was pervaded by racism as an all-
 white Protestant and settler jury stared at the Metis before them?

Question Why had the federal government pulled the trial out of Manitoba
 when it was pointed out that a jury must have equal numbers of
 Protestants and Catholics – read Metis – in that province? Thus
 throughout his life, Riel had been plagued – even to the scaffold –
 by his mixed race and culture.

Clincher:
Mixed
Race

² Maggie Siggins, Riel: A Life of Revolution, Harper Collins, 1993.

³ *Ibid.*

⁴ Joseph Pope, The Day of Sir John Macdonald, Glasgow Brook, 1920, p.127.

⁵ *Ibid.*, p.128.

Question

**Topic 2:
Manitoba**

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6, 5

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Triple

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1

Should Riel retrospectively be declared one of the fathers of confederation because he brought the Red River settlements into Canada as its fifth province under the name of “Manitoba”? Some people think so. After all he led the protest of the Metis and some European settlers who feared they would lose their land as federal officials with “lack of conciliation, tact or prudence” began to survey the land,⁶ laying their lines directly across local farms. No authority existed since the Red River settlement had only recently been transferred from the Hudson Bay Company under Britain to Canadian control. Consequently Riel seized the opportunity to set up a government which included Europeans and negotiated with the federal government. Canada was helpless. Since the railway came nowhere near Red River, marching troops into the settlement was not an option. As a result Riel, at least, became the father of Manitoba, the man who made it part of Canada. Furthermore Riel had been the first spokesman of Western alienation, a favoured and growing inclination in this region today. In most western cities in recent years, Riel Avenues, Riel Crescents and Riel Squares have sprouted up to remember and honour him. Opposition to a retrospective declaration has been vociferous. Charging that a man who seized power illegally and who probably even surely was mad, who led an uprising on the Saskatchewan and who had been hung for treason, many contested that he should hardly be elevated to the status of hero. The feud between the proponents of hero and those of villain can be symbolized by “The Great Riel Cover Up” of a statue which stood before the Manitoba legislature for twenty-five years.⁷ It showed a man, tormented and confused, a naked half-breed described as a mockery of the Metis. Vandalizing and mutilating, opponents struck back and in 1996 it was replaced by a statue of Riel as a Victorian gentleman, holding a parchment of Manitoba’s entry into confederation. Thus the controversy

⁶ *Ibid.*, p.90.

⁷ Nestor Gula, “The Great Riel Cover Up,” *Saturday Night*, June, 1996, p.10.

continues as to whether the founding father of Manitoba should go down in history as a visionary hero or as a traitorous villain. **Clincher:**
Manitoba



2 For his political and military actions in the Saskatchewan **Topic:**
River settlements in 1884-85, Riel was charged – some say **Treason**
1 confidently and rightly – with treason. The Canadian government
surely seemed like a seriously slow learner because exactly the
3 same problem arose over surveyors as had occurred along the Red
6 River a decade earlier. Probably calculating correctly, the Metis
4 decided the only way to get federal attention was to fight. They
1 sent for Riel. Teaching school in Montana, he decided to return and
6 negotiate on behalf of his people. Many Canadians feared that Riel,
5 who had twice written to the president of the United States, had
been seeking American aid in taking over the west. That would be
Triple treason. When he returned to Saskatchewan, he failed to persuade
the chiefs of the powerful First Nations to join him, he failed to

2 successfully negotiate with the federal officials and he failed to
 5 secure adequate ammunition. Had there been a general Native
 8 rising against Canadian authority, the war might have been
 11 successful. After a surprising and spectacular victory over the
 14 Mounted Police at Duck Lake,⁸ Canadian troops arrived and
 17 defeated the rebels at Batoche. While the final battle raged, when
 20 **Triple** Metis warriors, their ammunition exhausted, were loading their
 23 muskets with nails, Riel spent the whole day on a nearby hill
 26 calling upon his ancestors to assist his men. This event has been
 29 repeatedly reported by English Canadians to show that despite his
 32 **Metaphor** education and Christianity, either the savage leopard could not
 35 change his spots or he was mad.⁹ Meanwhile French Canadians
 38 began to rally to his support – rather late really – calling him
 41 another Papineau,¹⁰ who had led a rebellion in Quebec in 1837-38.
 44 Legally Riel was guilty of treason; because clemency was not
 47 extended, he was hanged and his memory has rancorously divided

Question, Canadians. Was he a traitor or a martyr? On the scaffold, he **Clincher:**
 2 prayed: **Traitor**

2 With all my heart father I thank God for having given
 me the strength to die well. I die at peace with God
 and man.

2 In conclusion it has become clear that figuratively Louis Riel **Conclusion**
 6 – hero or villain – has never died. He stirs the Canadian soul.
 9 While the French Canadian fur trade and First Nations played a
 12 primary and pivotal role in preserving Western Canada, it would
 15 seem proper that their son of mixed heritage should stand proudly
 18 as one of the fathers of the nation. He has two claims. While
 21 unquestionably he was the founder of Manitoba, he was also the
 24 first to formulate and articulate Western alienation which is such a

⁸ "Louis Riel," Concise Columbia Encyclopaedia, 1991.
⁹ Rosemary Neering, Louis Riel, Fitzhenry & Whiteside, 1977, p.40.
¹⁰ Pope, *op. cit.*, p.128. Louis-Joseph Papineau (1786-1871) Lawyer, elected to the Quebec legislative assembly in 1809. He presented a list of demands for reform the British rejected and which led to rebellion in 1837. He fled to the U.S. (later France) until pardoned when he returned from exile in 1845. With the same first name and profession, the same demands for reform backed by violence and the same exile, Riel was indeed a second Papineau.

4 prominent and profound feature of modern Canada. Functioning
 as a provincial hero and at the same time being a federal traitor is
 common among politicians at present. Provincial premiers make
 1 an art of it, becoming popular through it and getting elected
Triple because of being an expert at it. Since inheriting mixed race is no
 5 longer a sin in this multi-racial society, since regional alienation is
 popular from coast to coast, and since treasonous speech and
 behaviour is a popular provincial pastime, it might factually and
forcefully, if somewhat fancifully, be argued that Louis Riel was,
 and is, the most Canadian of all our leaders. We have no heroes.
 We have no villains. Should Riel be different? Obviously the
Triple troubles of Riel arose because he was hero to the Metis and villain
 3sss to the English, victim of Anglo oppression to the French Canadian,
 3 miserable apostate to the Catholic bishops and outsider to both the
 Europeans and First Nations. And he still is! **Title**

Dram.
close

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The Renaissance Man

by Marian Ting, Grade 6

First Draft

Jan. 28, 2003

The many gifts bestowed upon him by nature were embodied mainly in Leonardo's eyes; though he was a universal genius, an engineer and scientist, Leonardo was first and foremost a great painter. Regularly and perfectly formed, he appeared, next to common humanity, as an ideal specimen of it. Just as clarity and perception of sight are generally referred to the intelligence, so clarity and intelligence were typical of him.

– Johann Wolfgang Von Goethe, German poet¹

Eyecatcher

1 Leonardo Da Vinci was one of the brightest and most
talented minds alive during the Renaissance era. Born in Tuscany,
Italy, on April 15, 1452, he was the illegitimate son of a rich notary
3 Piero Da Vinci and a peasant girl Caterina. Eventually his
grandfather allowed Piero to recognize Leonardo as a legitimate
4 son; Piero had great hopes for his small boy. Growing quickly, his
3sss precocious personality began to show. He was handsome. He was
2 intelligent. He was gifted. Throughout his life he was famous for
his artistic talent, engineering abilities, and scientific discoveries.
Wherever he went he was highly praised and requested; he never
2 ran out of commissions for portraits, paintings, or busts.² In his
paintings the brushstrokes are so soft and delicate they are difficult
Triple to see even under the microscope. As they are efficient, practical,
and lethal, his engineering ideas for structuring war machines
6, 1 prove ingenious. Many are before his time. The scientific
anatomical diagrams he made greatly and considerably helped
later scientists in their studies of the human body because they are
6, 1 painstakingly detailed. Leonardo was a renaissance man. Da Vinci
Triple excelled and triumphed as an artist, pioneered and mastered as a
scientist, and succeeded in inventing and creating as an engineer.
He was truly a renaissance man, a master of many fields, not

Intro.

**Basic
Persuasive
Essay**

3 Topics

¹ Jay Williams, "Universal Man," Leonardo Da Vinci, 1965, p.144.

² A sculpture of the head and shoulders of a person.

Question merely an expert in one. Without a doubt each of these talents **Question** helped Leonardo rise to fame, yet which one proved his greatest?

1 Leonardo first revealed his artistic talent at a young **Topic 1:**
age because of his uncle and close childhood companion Francesco **Artist**
Da Vinci, who opened his eyes to appreciate and study nature and
3 encouraged his drawing. Quickly his father realized his hope for
his son to become a lawyer was dashed since the artistic leanings of
2 Leonardo appeared too strong. In 1469 at age seventeen he was
brought to Andrea del Verrocchio, a skilled and famous artisan in
6 Florence to begin work as an apprentice. His painting bloomed.
1 The story goes that when Verrocchio was working on the
commissioned painting The Baptism of Christ, Leonardo was
Triple instructed, assigned, and appointed to paint the head of one of the
5 angels. When the distinguished teacher saw the angel's perfection
which surpassed his own work, "he never wanted to touch colours
4 again."³ Becoming an independent master in 1478, Leonardo
quickly and indubitably became favoured by the Medici family, the
1 rich and powerful household of bankers in Florence. His most
famous painting The Mona Lisa was painted when he was fifty-
4 four. Looking at the painting, the woman seems to follow the
3 viewer's movements with her penetrating eyes. Sadly many of his
paintings were left unfinished because he often set aside one idea to
1 follow another. Nowadays less than twenty paintings by him exist.
3 Obviously Leonardo Da Vinci's fame was heightened by his **Clincher:**
d. close amazing artistic talent. He was remarkable. **Artist**

1 Leonardo's engineering abilities also helped him gain **Topic 2:**
2 influence and popularity. After creating paintings for Lorenzo De **Engineer**
Medici in Florence, he moved to Milan where he worked for the
5 absolute ruler Ludovico Sforza. While Leonardo painted and
formed sculptures for the duke, he also worked as a military and

³ Internet, "Leonardo Da Vinci," <http://www.mos.org/sln/Leonardo/WhatWhereWhen.html>

1 hydraulic engineer as well as an architect. He suggested ways to
strengthen the fortresses of Milan against Louis XII of France, who
continually and alarmingly laid siege to the city. Moreover, he
2, Triple researched and proposed ways to modernize the many ancient
6, 1 buildings. Throughout his life he continued to experiment,
examine, and explore this interest. Engineering intrigued him. His
approach to three-dimensional art can only be judged from his
4 numerous and comprehensive drawings because none of his
sculptural projects was brought to completion. Wandering after he
4 left his positions in Milan in 1499, Leonardo threw himself into his
engineering studies and “lost interest in his brush.”⁴ As one writer
stated:

Quotation He studied the action of levers, screws and
gears and put some of these studies to use in the
inventions of many sorts – a lens grinder, a novel
spinning machine, mechanical looms, and an
automatic printing press that could be worked by one
man.⁵

3 Eventually he succeeded in obtaining the interest of Cesare Borgia,
2 the ambitious and successful war leader of Navarre. In 1502
Leonardo was invited to join Cesare as personal architect and chief
2 engineer. Through numerous ideas and inventions, Leonardo the
Triple painter was equally, undoubtedly, and finally recognized as
1 Leonardo the engineer. Leonardo Da Vinci’s boundless **Clincher:**
engineering abilities thus peaked his fame. **Engineer**

1 Leonardo uncovered many scientific discoveries during his **Topic 3:**
2 life. Throughout his life Leonardo looked for the truth which lay **Scientist**
1 beneath the outward appearance of the world. He sought to
discover the hidden laws governing nature; all his scientific studies
Quotation were directed toward this end. “The natural desire of good men is
knowledge... For as the soul is more worthy than the body, so
much are the soul’s riches more worthy than those of the body.”⁶

⁴ Jay Williams, “Engineering,” Leonardo Da Vinci, 1965, p.65.

⁵ *Ibid.*.

⁶ Williams, *op. cit.*, p.100.

4 Seeking continually and incessantly to solve life's puzzling and
 1 challenging riddles, Leonardo wrote this line. He probed
 1 underneath the surface since he was discontented to simply depict
 the outward semblance of nature and humanity. This required
Triple hundreds of anatomical studies, through which he understood the
 shape of muscles, sketched diagrams of the skull, and discovered
 the complex layout of the organs. He studied fervently. Strangely
 6, 3 he never felt rewarded by his studying, always grasping for more
 answers. When he began work as a royal painter and engineer to
 5 the new governor of Milan, Charles d'Amboise in 1507, Leonardo
 found an abundance of time to contemplate and research his
 scientific questions. He made the most amazing advances in
 1 anatomical studies while he was in Milan. Leonardo also dabbled
 1 in several other areas of science: he wrote essays on force and
Triple motion, created magnifying lenses used to study the moon, and
 experimented with falling objects. He worked passionately, like a
 1, **Simile** madman. As a result, the scientific discoveries achieved by **Clincher:**
 5 Leonardo aided future scientists immensely in their quest to **Scientist**
 understand the human body.

1 Three main areas dictated Leonardo Da Vinci's fame: his **Conclusion:**
Triple artistic talent, engineering abilities, and scientific discoveries. **3 Topics**
 5 Leonardo is best known for his artistic talent. Though his scientific **Most N.B.**
 discoveries and engineering abilities helped establish, embellish,
 and ascertain his fame, his gifts were displayed and demonstrated
 5 most apparently in his paintings and sculpting of busts. When one
 thinks of Leonardo, one instantly remembers him as the genius
 who painted the famous Mona Lisa and The Last Supper. Painted
 centuries ago, these two magnificent and impressive paintings now
 show signs of wear, especially the Last Supper since it was
 unfortunately and regrettably painted with a crumbling oil-
 6 tempera mixture with which Leonardo had experimented. His
 1 other interests appear insignificant. No other painter can rival the

Question masterpieces created by Leonardo. Where did he learn the complicated secrets of art? Truly he was the epitome of the “Renaissance Man.” He brought his knowledge of anatomy and engineering to work in, to contribute to and significantly enhance his paintings and sculptures. It might be argued that artistic talent was the element which brought Leonardo Da Vinci to prominence.

New York Tragedy

by Jacky Lam, Grade 9

Third draft

May 19, 2003

Style

Structure

5 Not since the British burned and destroyed the White House in **Intro.**
Washington in 1812, had the continental United States been directly
3 and seriously attacked. Obviously September 11, 2001 will remain
forever a day of infamy in American history because it will never
4 be forgotten while records last. Burning with resentment, America **Basic**
Triple has become paranoid about homeland security, suspicious of some **Argumentative**
of its citizens of Arab origin and aggressive in its foreign policy.
3sss Human rights have been curtailed. Doctrines of pre-emption **dislocation**
2 favoured. Investor confidence shaken. In the rush for revenge
America has ignored the United Nations, tightened her borders and
1 broken numerous treaty obligations, which have alienated many
friends in other countries. The over-arching consequence of 9/11 **Topics 1-3**
has been a massive dislocation of American life including the
Triple decline of the economy, the rebuilding of New York and the near
Dram. collapse of the travel industry. Dislocation pervades American life.
close
Dram. Economic decline continues. The economy since the terrible and **Topic 1:**
open frightening attacks has been contracting and faltering and that is a **economy**
4, **Triple** problem. Reduced investing occurred in business, laying off **problem**
2 workers increased and spending by consumers fell. In America the
government has tried to help but government deficits have swelled
5 out of sight because of heavy spending on security and wars in **dislocation**
Afghanistan and Iraq. While ignoring the economy in favour of
war, the Bush government has contributed to the economic decline.
3 Unfortunately the government seems fixated on tax cuts which will
6 likely and seriously make the deficit even worse. Inflation seems **Clincher:**
1 inevitable. Economic decline will become the most serious **economy**
consequence of dislocation in American life.

4 Rebuilding New York City is another important and difficult **Topic 2:**
 2, **allit.** issue. In the attack, many buildings were disastrously damaged **New York**
 and destroyed. For example, the twin towers were demolished, **descriptive**
 1 while a Greek Orthodox Church was damaged. Major subway **[GPG]**
 6 routes had to be rerouted, and many businesses were shut. People
 1 were puzzled for days. The rebuilding, which began underground,
 started in May 2002 after Ground Zero was completely cleared.
 3 Sadly, the twin towers will not be rebuilt because people might be **Particulars**
 5, **Triple** afraid to work in high buildings again. While rebuilding New York
 becomes a matter of American pride, while investors have been
 reluctant to spend money in such unstable times and while
 unemployment grows, America remains preoccupied with Iraq. **dislocation**
 1 The dilemma is merely another element in the dislocation of life **Clincher:**
since New York is the heart of the nation. **New York**

4 Riding on a plane since 9/11 has not been a simple and **Topic 3:**
routine event anymore. Imagine a hijacker in the plane, trying to **Travel**
 2 take control because they wanted to fly into a building! After the **opinion**
allit., 1 attacks, airports and aircraft completely changed. The airports
 have increased their security, which has become almost ridiculous,
Triple even to plastic knives being forbidden. Suspicion of brown skin,
 luggage scanners and body searches has become regular
 1 inconveniences. The security systems have been funded by the US
 Congress, which gave 15 billion dollars to help airlines to recover
 3 from 9/11. Possibly security will go too far if pilots are given guns,
 5 as presently proposed. While the public seems so fearful, even
 6, 1 cowardly, air travel will crumble. Companies are hurting. Many
 airline companies have become bankrupt and the tourist industry
allit. worldwide has drastically even dramatically declined. No greater
 sign of the dislocation of American life exists than in the travel **Dislocation**
 industry. **Clincher:**
Travel

3, 6 Unfortunately, there were many problems after 9/11. Some Conclusion
2 of them are unsolved. In the US, there was the dislocation of
1 American life. Some causes of dislocation are the rebuilding of Topics 1-3
New York, and the reluctance to fly... Americans will be wary as
Quotation long as bin Laden urges his followers to “kill Americans and their
allies, civilians and military, in any country in which it is possible.”
6, 1 The list goes on. The most important was the dislocated economy
5 because it affected the world. While the American sluggish and
stagnant economy will not recover until people begin to fly again,
the government must put its mind fully and entirely to stimulation,
4, **Triple** because tax cuts alone will not work. Fostering, fighting and
waging one war after another, the administration must hope and
pray that its citizens will not focus on the economy, at least until
5 after the election of November, 2004. As long as patriotism
flourishes, Americans will put up with the dislocations which upset dislocation
their lifestyles. Thereafter they could become restless especially
when the threat appears to have diminished and when the tragedy Title
Dram. in New York has faded. Problems and dislocations multiply.
close

The Causes and Consequences of Hatred

By Joyce Ting, Grade 8

First Draft

April 20, 2003

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day. Yet we go forward to defend freedom and all that is good and just in our world.¹

Super
Introduction

The date September 11, 2001 will forever remain in the history of America. On that unforgettable morning occurred the most upsetting attack of terrorism in the United States. Terrorism is basically understood to be a threat or act of violence, particularly for political purposes. When this specific act was committed, guilt was eventually traced to Osama bin Laden, a Muslim Arab and also the ringleader of a terrorist group named al Qaeda. Arguably, there are many possible causes of September 11. However, one important reason presents itself as a possible, even likely explanation: hatred. From the terrorists' point of view, they had quite reasonable motivations. They disliked America's domination, which they felt unnecessarily and unjustly intruded upon their own countries' dignity and culture. What they also viewed as unjust was America's supposed bias in favor of Israeli Jews. In most of the Arabian-Jewish wars, the United States has chosen to side with Israel. Needless to say, the Arabs do not appreciate this partiality. Finally, Arab animosity could result from jealousy of America's wealth. It is understandable that jealousy may arise when one owns significantly less than another. From these reasons might result the emotion of hatred, which was seemingly the predominant cause of this terrorist attack. Since consequences are inevitable, what could be considered the most unforgettable outcome of the destruction of September 11? Following closely and significantly after the attack, Americans understandably experienced fear; fear of a recurrence, fear for their own safety. This especially changed transportation. Inspections were increased, particularly along the American borders. As another part of the safety alert, America has begun governmental

¹ Internet, "Quotes from September 11," http://www.isp-planet.com/quotes/2001/gwbush_010911.html

protection departments to hopefully deter and eliminate further acts of terrorism. However, because the individual criminals who have been linked with previous terrorist attacks are still at large, a Most Wanted Terrorist list has been issued and a search for those individuals commenced. Since bin Laden was known to be under the protection of Afghanistan, since he is believed to be a key mastermind behind the attack, and since America is determined to uproot terrorism, she started a war with Afghanistan. While the search has not been as effective as initially hoped, the Afghan people have certainly benefited from America's invasion. Therefore, September 11 and its subsequent days will undoubtedly remain proof of the causes and consequences of hatred.

September 11, 2001: A date never to be forgotten by any American; a day when our peace was shattered, and our safety was threatened. While American government workers innocently and unsuspectingly followed the day's routine, nineteen Muslim men and their leader had already plotted and planned a different future for themselves, as well as America. On that September morning, two planes departing from Boston were hijacked, each by approximately three to five terrorists, and aimed directly towards the north and south towers of the United States' World Trade Center. Destroying a section, a third hijacked plane exploded into the Pentagon, America's military headquarters. More than 3,000 people died. None of the hijackers survived. Both of the towers collapsed. Who could possibly have incited such a horrifying, unanticipated terrorist act? All eyes were turned towards Osama bin Laden, the leader of a terrorist group named al Qaeda. Previous acts of terrorism had been traced to this group and their bold leader. Although their backgrounds are quite dissimilar, al Qaeda is formed by Arabs from various regions in the Middle East because they all share the same passion and the same religion. Generally, terrorist acts are meant to be political statements, drawing attention towards perceived wrongs against them. A major fire burning in the hearts of each terrorist member was an intense dislike and hatred for the United States. In their eyes, this attack on America was an act of holy jihad,² in accordance with the teachings of their god, Allah. What were causes of hatred? Three reasons present themselves as probabilities: The way in

**Essay 1:
Introduction**

**Argumen-
tative**

² Jihad is an Islamic campaign against nonbelievers, conducted in defense of the Islamic faith against individuals, organizations, or countries regarded as hostile to Islam.

which America seemingly invades upon their soil in a supposed attempt to keep peace among their countries, the way the United States appears to be biased in favor of the Jews, and the way they may be jealous of America's privileges. The power, partiality, and possessions of America explain the predominant cause of September 11: the militants' hatred.

Unless one can advantageously yet indirectly gain from the domination of a certain country, its supremacy is not appreciated. Apparently, this seems to be the case with the Arabs located around the Middle East. During the Gulf War in 1991, when Iraq invaded Kuwait for its oil, the United States sided with Kuwait and rallied certain surrounding Arab countries around as well. Iraq lost. Miffed by their governments' actions, many Arabs had been annoyed by the way they had allied themselves with America to fight against their own Arab country of Iraq. After the war, the U.S. military had lingered, with troops still remaining in countries such as Saudi Arabia, Turkey, and Kuwait. They felt allowing America into their situation was an unwise, unnecessary, and unfortunate step. After all, did America really have another country's justice in mind, or did they have a personal motive to pursue? In this case, perhaps they participated in this war because Kuwait's oil acted as an incentive. The militants hated American intervention or occupation. As Osama bin Laden stated in his Islamic religious decree, or Fatwa, which was entitled "To Kill Americans Everywhere:"

...for over seven years the United States has been occupying the lands of Islam in the holiest of places, the Arabian Peninsula, plundering its riches, dictating to its rulers, humiliating its people, terrorizing its neighbors, and turning its bases in the Peninsula into a spearhead through which to fight the neighboring Muslim peoples.³

They believed their actions on September 11 were instigating a holy war in which they had been summoned by their Almighty God. He had ordered them to "...fight the pagans all together as they fight you all together," and "fight them until there is no more tumult or oppression, and there prevail justice and faith in God."⁴ They therefore developed their destructive designs in direct defiance to America's domination.

³ Osama bin Laden, <http://www.emergency.com/bladen98.htm>, August 1998.

⁴ *Ibid.*

From the Arabs' point of view, did America's bias also instigate their indignation towards the U.S.? Americans have sided with Israel in its wars with Palestine. Having lived dispersed in different countries without their own native land, the Jews longed for their original promised land of Canaan, which is modern day Israel. When the Israelites moved to Palestine, it was owned by Britain and occupied by Palestinians, who also viewed Palestine as a Holy Land. In 1948, the inevitable war between the two nationalities broke out. To the Israelites, this was called the Israeli War of Independence, while the Palestinians know it as "al Naqba," the Catastrophe. Peacefully trying to resolve the situation, the UN discussed and proposed dividing the land evenly and fairly between them on November 29, 1947. However, this suggestion was rejected by the Palestinians. The U.S. promptly assessed the situation, promptly sided with Israel, and promptly helped win the war. It may be wondered what reason drove America to ally itself with the Jews. One likely explanation of this apparent favoritism is the Biblical verse concerning the Israelites which states: "I will bless those who bless you, and whoever curses you I will curse; and all peoples on earth will be blessed through you." (Genesis 12:3) Israel is God's chosen nation. Evangelicalism, which believes in the literality of this verse, is a prominent denomination in America. Now, because of the Israeli victory, the Palestinians have become refugees in their surrounding Arab nations. Supported by military and financial backing from the U.S., Palestine has been occupied by Israel's government for the past thirty-five years. Understandably, the Palestinian refugees live in extreme resentment of America's bias, since it cost them their country. Consequently, sympathy for Palestinians is strong in most Arabs, and aids in fueling their hatred of America.

Another cause of the Arabs' animosity towards America could originate because the U.S. is superior to their countries in two major aspects: its economy and military. Although the Arab nobility, such as the sheiks and sultans, are quite well off, the common people, who are the majority of the population in the Middle East, own very little. As the UN Secretary General, Kofi Annan, observed, "I think that as part of that fight we should intensify our efforts to get to the root causes...that is, conflict, poverty, ignorance, and racism. Indeed,

people who are desperate and in despair become easy recruits for terrorist organizations.”⁵ From their eyes, the U.S. owns an unfair and excessive amount of the world’s wealth. Understandably, jealousy could exist. According to a declassified document concerning the U.S. foreign policy, however, their views are not inaccurate:

...the United States has half the world’s wealth and only 6.3 percent of its population. Our real task in the coming period is to devise a pattern of relationships that will permit us to maintain this position of disparity without positive detriment to our nation’s security.⁶

Seemingly the terrorists who struck New York on September 11 attempted to topple or destroy America’s confidence in these two aspects. The World Trade Center had prominently and obviously stood as a symbol of America’s economic prosperity, while the Pentagon represents her military strength. By targeting the World Trade Center, they were disrupting a strong economy. By targeting the Pentagon, they were upsetting the sense of safety from a reliable military. By targeting the U.S. economic and military centers, they were obviously demonstrating detestation and jealousy.

Hatred can drive one to certain actions which may have once seemed beyond the realm of possibility. Osama bin Laden and his suicidal group of devoted Muslim Arabs proved this point. After surveying the ruined remains in New York, Jacques Chirac, the president of France, exclaimed:

When you see it you feel like crying when you imagine all those men and women...who perished and who will not be found again...It defies imagination. We can go far back into history and know that history has seen human tragedies, owing to violence or foolishness, but here, I think, we have gone beyond the limit. I myself did not realize how poignant it was and how we have gone so far beyond what we cannot even call a crime, but really the height of human folly.⁷

In his declarations of jihad, bin Laden commanded his followers to “kill the Americans and their allies, civilians and military...in any country in which it is possible.”⁸ Their abhorrence for America had been activated long before their plan of attack on September 11. In 1995, a car from the U.S. training facility for

**Conclusion:
Essay 1**

⁵ Internet, <http://www.un.org/News/Press/docs/2001/sgsm7964.doc.htm>. Press Conference at UN Headquarters, September 19, 2001.

⁶ Sheema Khan, *Globe and Mail* – Why Muslims are Angry, March 12, 2003.

⁷ Internet, *op. cit.*

⁸ Gilles Kepel, *TIME Magazine* – Will the Jihad Ever Catch Fire?.” September 11, 2002.

the Saudi National Guard in Riyadh was bombed, killing five Americans. The U.S. embassies in Kenya and Tanzania were specifically and spitefully destroyed in 1998. The U.S.S. Cole was attacked in 2000. Then, America's World Trade Center and Pentagon were targeted. All these acts of terrorism attempted to demonstrate how America was not invincible and to assault a hated enemy, while the final act attempted to and succeeded in claiming American lives upon American soil.⁹ Much of their animosity towards the U.S. comes from actions the powerful country herself has performed. Desiring to resolve their own situations, the Arabs detested American intervention in their countries. Additionally, they feel the U.S. unfairly sides with Israel against them, thus portraying biased intentions. While Americans feel they do not purposely compete with other countries to appear superior in their economy, superior in their military, or superior as a country, the less privileged Arabs may feel envious of their wealth. This is understandable. It must be concluded that the militants' hatred, around because these multiple factors exist, is therefore the predominant cause in the tragedy of September 11.

It is obvious that such a drastic act would instigate other events, because causes are always followed by consequences. As one source has stated:

**Transitional
Paragraph**

The murderous operation [of September 11] had a double goal: to claim American lives on American soil, and to trigger a U.S. retaliation against Taliban-ruled Afghanistan that would turn the country into a massive cemetery for U.S. troops and precipitate the fall of America.¹⁰

Tragically succeeding in murdering numerous Americans, as well as triggering a response from America, the anticipated fall of the United States did not ensue. Annoying the terrorists, President Bush, who also strove to assure American citizens, clearly and honestly announced the resolve of America to instead band together and defend their nation. America's expected retaliation has occurred. Among other consequences, however, it has also produced an even larger, longer-lasting effect than a war.

⁹ *Ibid.*

¹⁰ Kepel.

The September 11 attacks have affected many, and left their mark not only in New York, but on all of America and even surrounding countries. Many consequences have occurred as a result of this event. Fearing a recurrence of such an attack, the American government has proficiently and passionately taken preliminary procedures towards protection. Hopefully preventing further crimes of similar magnitude, there has been increased caution on American airlines and borders. As a further precaution, an anti-terrorism campaign has been instigated. America is currently searching for existing terrorists, while also hoping to prevent and deter further acts of terrorism. A search for Osama bin Laden and key leaders in his group has begun, as well as a terrorism prevention program. After witnessing the possible extent of terrorist destruction, America has attempted to be more cautious, more far-sighted, and more competent in areas of anti-terrorism. Towards the end of 2001, America commenced a war on Afghanistan, because it was linked with al Qaeda and bin Laden. Due mainly to their shared religion, as well as other factors, the former Afghanistan “government” had harbored bin Laden and his group of terrorists. While these three consequences may seem somewhat related, they could really be classified as separate results which deserve their own categories. They individually trigger other events. Which of these could be considered the most important, unforgettable consequence resulting from the destruction on September 11?

Essay 1:
Introduction

Persuasive

People are concerned about safety. How has a preoccupation with safety become a consequence of September 11? The U.S. has dramatically increased her entry standards because terrorists managed to slip past American borders unsuspected. Although America was known for a relatively strict border patrol, a certain lenience still existed. Directly after the terrorist attacks, border crossing into the U.S. took a considerable time, with a substantial amount occupied by waiting. Car searches were conducted. Numerous questions were asked. Identification was strictly required. On the Arizona-Mexico border alone, an increased number of 140 new federal agents have been assigned to protect against terrorists, as well as other threats such as dangerous and illegal

Topic 1

immigrants.¹¹ Before September 11, normal travelers had no doubts about riding a plane. After that day, many Americans have thought twice before buying a plane ticket. “Is it really the best way to travel?” “If it happened once, it could happen again.” Many doubts exist. When the planes were hijacked, the terrorists were able to employ the use of legal instruments, such as box cutters and homemade knives constructed with blades within the Federal Aviation Administration’s limit of four inches. With these, they efficiently disposed of flight attendants, stewardesses, and passengers who hindered or opposed their mission. As a result, a considerable number and variety of sports equipment, guns, tools, or any form of possible weaponry are cautiously and systematically considered before being allowed as part of a traveler’s baggage, if at all. If acceptable, they are mostly permitted as items only checked in. Inspections have been increased, with all plane passengers and their luggage carefully scrutinized. Not only have planes, cars, and their passengers been inspected, but other modes of transportation are scrutinized as well. According to one source:

The way in which civilian aircraft were horrifyingly turned into weapons of terror has led to a sweeping review of security in the transport industries. Ships carrying liquefied petroleum gas, shipping containers (potentially armed with bombs and timing and/or location devices), crop-spraying aircraft, trucks visiting ports, and trains carrying nuclear waste have all become viewed as potential weapons.¹²

As a further precaution, “every driver must realize” his vehicle “is a potential tool for terrorists.”¹³ America has also organized a new department known as Homeland Security in response to September 11. This new cabinet department is designed to strengthen U.S. defenses against terrorism, and improve counter-terrorism intelligence.¹⁴ Thus, changes have consequently been made and awareness heightened as Americans become preoccupied about their safety.

Since Osama bin Laden and his fellow terrorists continued to pose a threat after their attack upon America, the U.S. has aggressively and determinedly

Topic 2

¹¹ Jerry Seper, “140 More Agents will be Sent to Border” – *The Washington Times*, <http://www.washingtontimes.com/national/20030320-85000331.htm>, March 20, 2003.

¹² Anonymous, “After September 11- A Check on Security,” <http://www.itf.org.uk/T1/ti8/english/1.htm>, March 2002.

¹³ *Ibid.*

¹⁴ Part of Department of Homeland Security is their Advisory System. This system was designed for comprehensive communication concerning the risk of a terrorist attack on America. It involves five levels of threat conditions, ranging from low to guarded, elevated, high, and severe.

begun an anti-terrorism campaign. A “Most Wanted Terrorists” list has been issued, including the names of twenty-two men. They have been indicted of various crimes of terrorism, and all wanted posters include the warning: “Should be considered armed and dangerous.” Khalid Shaikh Mohammed, suspected hijacker and supposed mastermind along with Osama bin Laden, remains the only wanted suspect who has been verifiably located. Since bin Laden was hiding in Afghanistan and the government refused to extradite him to America, the United States invaded. Covering hundreds of kilometers of Afghan territory, desert, mountains, hills, and caves all pose as difficult but necessary geographical obstacles to be overcome. However, despite these complications, President George Bush has promised the eradication of threats against America. As he publicly declared:

It doesn't matter how long it takes as far as I'm concerned. There's no cave deep enough. We're going to hunt them down...the best way to protect the homeland, the best way to make sure our children can grow up free is to hunt the killers down one by one and bring them to justice.¹⁵

Terrorists may not always live in other countries. Recently the FBI has privately estimate a surprising total of more than 1,000 suspected terrorists currently living in the United States. Most are of foreign nationalities. After September 11, the U.S. Congress passed the Patriot Act, which granted the government several new powers in tracking computer activity, wiretapping, and examining financial transactions in order to deal with suspected terrorists and individuals who aid them.¹⁶ While some fear the Patriot Act allows the government too much freedom in the personal, private lives of Americans, the U.S. Constitution does prohibit unreasonable searches. As an additional part of this process to eliminate terrorism, the U.S. Department of State has begun a Terrorist Interdiction Program (TIP). This program is “designed to impede terrorists’ capabilities to move freely” and “to interdict and prevent the transit of terrorist suspects.”¹⁷ The U.S. not only wants to protect herself, but other countries as well, because this program plans to assist other nations in securing their borders and improving their terrorist prevention capabilities. The TIP operates by intercepting suspects and providing further data for investigations. America has

¹⁵ Anonymous, “The War on Terror,” <http://usembassy.state.gov/stpetersburg/wwwhsept.html>.

¹⁶ Mark Blitz, “National Security in Uncertain Times,” <http://usinfo.state.gov/journals/itgic/0902/ijge/gj04.htm>.

¹⁷ Anonymous, “The War on Terror,” *op. cit.*

become very resolute in her campaign of terrorism elimination, although it might be argued that fervor taken too far could become paranoia.

Almost immediately after September 11, Afghanistan became a problem and its invasion followed as a consequence. The search for bin Laden, his fellow terrorists, and also his protector, Omar, remains the fundamental reason for the war with Afghanistan. Donald Rumsfeld, U.S. Secretary of Defense, has specified that this war not only dealt with terrorists, but also those who harbored them. Officially begun by President George Bush directly after the September 11 attacks, the American war on Afghanistan has definitely influenced the Afghan people. Up until the attack on America, bin Laden was known to live in Afghanistan. Originally from Saudi Arabia, disturbing, disagreeable relations with Saudi rulers due to his radical Islamic beliefs resulted in the revoking of his citizenship. His family also disowned him. In 1996, bin Laden turned to Afghanistan, where a fanatical faction had been struggling to win a civil war. He donated three million dollars to Mullah Omar, the leader, which proved to be the necessary element to redirect the war in the group's favor. Since then, because he supported their cause, bin Laden had been under the protection of the Taliban. The Taliban was the radical group of Muslims in Afghanistan, where only Saudi Arabia and the United Arab Emirates recognized them as the legal government. President Bush has also explained, "When we went into that country, we went in as liberators, not as conquerors. We freed people from the clutches of a barbaric regime."¹⁸

Topic 3

This "barbaric regime" which President Bush mentioned was the legalistic, fundamentalist Taliban group. While the search remained relatively unsuccessful, the most prominent action which the U.S. accomplished could very likely be the liberation of Afghanistan from the clutches of the Taliban. Firm in their fundamentalist ideas, the Taliban had held control of Afghanistan from 1996 to 2001. They ruled about 90% of Afghanistan with tough rules for submission, severe punishments for disobedience, and strict customs for Islamic beliefs. Covering nearly every social aspect of the people, severe rules had been

Topic 4

¹⁸ Internet, "War on Terror," www.usembassy-israel.org.il/publish/peace/archives/2002/august/081605.html, August 15, 2002.

issued and their number continually increased. For example, music, movies, televisions, clapping, kite flying, even squeaking shoes were forbidden by the Taliban. Particularly cruel was their treatment of women, who were considered inferior to men and therefore not entitled to certain basic human rights. Women were forbidden to work, girls' schools were closed, and a strict dress code was announced, with violation punishable by beatings. Despite these disagreeable angles of the Taliban rule, they did achieve certain positive aspects for the good of their country. The Taliban movement banded together to regain order in a failed country. Originally, their determination to fight lawlessness and corruption won them popular support. They have stressed the importance of their Islamic beliefs among the Afghans, motivating the people to resist the previous government's encroachment on their common religious standards. Additionally, they overturned many local warlords and attempted to create a peaceful environment. However, with their increasing power, the Taliban did not remain as decent as they had first been. After stubbornly and defiantly refusing America's demands for the surrender of bin Laden, the Islamic faction found their terrorist training camps and Taliban military positions being bombed by the U.S. in October of 2001. By removing the Taliban from power, America has essentially liberated the citizens of Afghanistan. Afghan women have especially benefited. No longer confined to wearing the burka, which was the head-to-toe dress formerly required of all Afghan females, women have gained and enjoyed new freedom in choosing their wardrobe. Schools have reopened, with students of both genders pursuing their own education. Jason Burke, reporter for *The Observer* has argued that:

Anyone who doubts that the war in Afghanistan should have been fought should see the school now. In five years of covering the country, I have seen executions, amputations, earthquakes, droughts, ethnic cleansing, massacres, and denial of basic human rights on a massive scale. I have never seen 800 girls, aged between eight and sixteen, doing something as basic as learning.¹⁹

They have appointed a democratic leader with hopes of reform, along with the project of rebuilding the country itself after the bombing. The war against Afghanistan is essentially over; however, the search for terrorists has not been as successful as formerly anticipated.

¹⁹ Jason Burke, "A Year of Living on the Edge" – *The Observer*, www.observers.co.uk/afghanistan/story/0.1501.805559.00.html, October 6, 2002.

Of these three consequences, which one could be labeled as the most significant result of September 11? Is it America's sudden fear for her own safety, the search for and elimination of terrorists, or the beneficial war with Afghanistan? A war will end. A search for criminals will someday be completed, but fear will not be so easily forgotten. In fact, the war with Afghanistan is essentially over, because Americans have begun rebuilding the country and reforming the government. Although bin Laden and Omar have not yet been located, the Afghan people have surely benefited from America's invasion and elimination of Taliban control. Eventually, America's search for terrorists will either settle with success or failure, but meanwhile, a greater factor lies in the mindset of each American: fear. Fearing for her own safety, America's position in the world and even her own citizens have changed. While other countries were originally viewed as friends, they are now being suspected as potential enemies. The United States' current war with Iraq demonstrates this fear and insecurity of future terrorist attacks. Based upon the pretext that Iraq owned "weapons of mass destruction," but without reliable, solid proof, Bush instigated the war. In doing so, America defied the decisive domination of the United Nations, while possibly severing friendly relations with many other countries. This demonstrates and proves the extent to which the United States is willing to venture in order to deter any potential threats. Undoubtedly, fear will not be effortlessly overcome and, as with the war with Iraq, many other important events may take place as a result. Therefore, it must be concluded that the terrorists have destructively yet successfully invoked fear in America, and this is the most enduring, significant, and unforgettable consequence of September 11.

**Conclusion:
Essay 2**

September 11 has both caused and been caused by emotions, because an extreme dislike of Americans seems to have driven the terrorists to such a drastic extent. The Arabs neither appreciated America's authority in their individual, personal affairs, nor looked kindly upon their bias in favor of the Israeli people. Adamantly, they disliked America's wealth and prosperity, which greatly surpassed their own. The terrorists' feeling of hatred prompted their actions,

**Super
Conclusion**

while Americans have fearfully and emotionally responded. As many people believe, the beginning of the war with Afghanistan did not start with American troops setting foot in that country; rather, it began with the attack on America. Choosing to act on their hatred by targeting and attacking their chosen adversary, al Qaeda and its ring leader Osama bin Laden expressed their feelings vehemently. They struck fear in Americans. The United States responded by becoming offensive, searching for the perpetrators, and continuing the war in yet another country. At the same time, however, Americans have become defensive, heightening their security in hopes of preventing further attacks. America's emotional reaction from September 11 stands out as the most significant of the many causes and consequences of hatred. As President Bush stated, "None of us will ever forget this day."

[This was followed by a forty-three item bibliography.]

September Eleventh

By Jimmy Chen, Grade 12

May 23, 2004

Third draft

On the tragic morning of September 11, 2001, the United States was under threat, and many Americans felt terrible and curious because no one knew where the terrorists were going to attack. The attack on the World Trade Center (WTC) and the Pentagon dramatically and instantly became the news which could be viewed on television in every country in the world. Most people could not stop watching TV since anything big might have happened in a split second. Appearing on the television news, people in the North America felt angry while some in the Middle East began celebrating the success of the attack. It was a beautiful day. Unexpectedly, two aircrafts swept low and crashed into the World Trade Center twin towers, while another two struck the Pentagon and a place in Pennsylvania. While many people felt sad about the people who died, some questions arose. Why were 3000 people killed on a perfect September day? How was the world impacted? What happened after that? The events of September eleventh became the most influential action at the beginning of the twenty-first century, but not many writers have considered the causes and consequences.

What caused the 9-11 attack on the WTC? Was it American foreign policy? Many people might think that it was because of the US support of Israel, which was the enemy of most Arabic countries in the Middle East. Although the hatred between the Arab and the Israeli has been historically and bitterly deep, it was only one of the reasons for the Arabs to despise the United States. As a matter of fact, the American economic interests, political-military interference, and the lack of alertness regarding national security had contributed much to the problem. Obviously the target of this attack was white Americans since of those killed 76% were non-Hispanic white people. This statistics implies that the attack was caused by the hatred for the US from an angry and grieved group. Since the attack was American government had meddled in the politics and military of the Middle East for a lengthy period of time, the Arabs were extremely upset and

**Super
Introduction**

**Two Super-
Themes**

**Essay I:
Introduction**

**Argumen-
tative
Overarching
&
3 Topics**

irritated about the US. American policy regarding Israel, hegemony¹ in the Middle East, and lax homeland security all contributed. Reacting violently, Arabs wanted to fight off the Americans to strive for and regain their dignity. American policy caused the attack.

Israel-Palestinian relationship had been a major problem in the world. They hated each other. For thousands of years, the Israeli and the Palestinians have never co-existed quietly and peacefully. When the Second World War ended in 1945, this issue became even more serious because of the meddling of the United States. Helping the Israelis by giving them nuclear weapons, giving them economic assistance, and giving them political support, the United States had gained itself many new enemies since the Americans had befriended a common enemy of the Muslims. Around the nation of Israel were countries which were populated with most of the world's Muslim people. Fearing attack from Israel, these countries supported and fought for their Muslim brethren, the Palestinians, against the Jewish Israeli. Not surprisingly, the Arabs in the Middle East extended their hatred toward Israel to the United States. Americans were hated. Americans blamed. America was attacked. At the beginning of the 21st century, the complex and troublesome Israel-Palestinian problem caused the United States to be feared, hated and attacked.²

Topic 1

Supporting Israel as its agent, the United States has repeatedly and continually sought hegemony in the Middle East. The Americans control the regions with oil, control the region with military, and control the region with politics. For decades, the US has taken the Muslims for granted by establishing military basis in Saudi Arabia and Yemen existed and flourished because of strong American support while aid money has been employed to control the two most powerful states in the region, Egypt and Turkey. As a result of two wars, Iraq, once an ally, has been defeated badly like a dog beaten up by a tiger, with plans laid for three permanent American military bases in the country. While

Topic 2

¹ Hegemony: The predominant influence, as of a state, region, or group over another o

² Brasseur, Eric, "The Israel-Palstinian problem," March 16, 2003

<<http://4p8.com/eric.brasseur/isrpal.html>>

promoting democracy remains the excuse, seeking hegemony is the reason for controlling the oil of the region. American hegemony is hated.

Other than interference in the Middle East, the United States government must be blamed for the lack of alertness which has left the homeland dangerously exposed. There are numerous security checkpoints in the airports throughout the United States. If the security work had been done properly, the terrorists would have been stopped and imprisoned when they sought to smuggle ammunition onto planes. Most travelers should have been assured that security in the airports was necessary yet ineffective before the September 11th. It was ridiculously incompetent. Walking onto the airplanes, the terrorists could surprisingly and easily pass the checkpoints like the bad guys in the movies. However no one really cared because no one wanted to go through the tedious bag checking process, and no one wanted body searches. Consequently, it was the lack of alertness to homeland security which led to the 9/11 attack.

Topic 3

The incident of September eleventh happened in the awaking energetic New York City on a normal peaceful weekday. While the White House raised its voice to condemn the people who had crashed the planes into the World Trade Center and Pentagon, the high-ranking officials such as Colin Powell and Donald Rumsfeld should think and tell the public the causes of this tragedy. However during briefs, they seemed to avoid revealing the truth when they gave speeches. "We (the United States) fully intend to find [the terrorist]," Rumsfeld said, "and chase them to the ground and root them out. We certainly intend to find [bin Laden] and we're doing everything humanly possible to do that."³ Watching his numerous speeches on the television, people almost forgot to think about the causes. However, they had to. There had to be a power driving the terrorists to perform suicidal attacks, because they were once good human beings. There had to be a problem in the airport security system to make the hijacking possible, because the terrorists were able to handle four airplanes at the same time. There had to be a reason for the people in the Middle East to hate the United States, because many of them wanted to kill all the Americans violently and brutally.

**Conclusion
to Essay I**

³ Donald Rumsfeld, "We're going to get bin Laden," CNN News Online, October 25, 2001
<<http://www.cnn.com/2001/US/10/25/ret.rumsfeld.bin.laden.index.html>>

What caused the 9/11 attack? Lax homeland security, American policy regarding Israel, but mostly the hegemony in the Middle East. Ironically, the hegemony in the Middle East broke through the dawn of the normal peaceful morning of New York on September eleventh.

The world was changed dramatically when the terrorists attacked the World Trade Center and the Pentagon. It was a hard strike. While the world was surprisingly and severely shocked, several huge changes got underway. Which was paramount? Not long after the incident, a global war began which would affect every person because Americans sought revenge. Suddenly international security against terrorism became an important and serious issue. Associated with the event, the world economy and politics were also influenced and altered. Which was the most important? Moreover, soon after the 9/11 attack, President Bush proposed a protective procedure – the pre-emption policy – to strike first before being struck. Every move which the American government and other nations made seemed to be associated with the events of September 11th. Which consequence was the most crucial to America? Which to the world? The 9/11 attack greatly affected the world economy, security, and politics.

**Essay II:
Introduction**

Persuasive

3 Topics

**most
important?**

Severely, the economy suffered a great loss of money. Many multinational corporations lost their properties at the World Trade Centre, and the amount of money which was spent on the reconstruction of the city added up to tens of billions of dollars. After the events of 9/11, many companies closed their offices and left New York City. Although New York remained the largest financial centre in the world, without the twin towers which were the symbol of world finance, business activities seem less lively. The stock market declined, like a rock rolling down the hill, for a few days because investors felt insecure and bewildered. Influenced by the market, investors lost their confidence, stockholders lost their earnings, and large corporations lost their profits. Since the world economy is closely and deeply associated with the economy of the US, most countries were affected. In Asia, investors withdrew many of their shares since they were afraid that the terrorists would strike again. Similarly, the

Topic 1

European economy declined. Clearly, the world economy was intensely influenced by the event of 9/11.

World politics is another aspect which was affected by this event. When Americans decided to go to war against Afghanistan, the US inevitably and forcefully used its influence in the United Nations and NATO while persuading other countries to join its side. Using various strategies, the Americans took a series of actions to pressure the countries which supported or encouraged Osama bin Laden. Intentionally, they used all the resources and intelligence in the world in an effort and attempt to destroy terrorism. In addition to many influential and pro-active policies which the American government initiated, the pre-emption policy enabled the US to attack the countries of which it was suspicious. At West Point, President Bush once asserted, "We cannot defend America and our friends by hoping for the best."⁴ Acting as the only superpower in the world, the US deepened, broadened, and enlarged its importance on the stage of world politics. When Donald Rumsfeld was interviewed by a USA Today reporter, he, too, stressed the power of the United States.

Topic 2

It's a big world. There are lots of countries. [Osama bin Laden]'s got a lot of money, he's got a lot of people who support him, and I just don't know whether [the United States]'ll be successful. Clearly, it would be highly desirable to find him and stop him and his key people and there are a lot of them. We're not looking for one person. We're looking for a whole crowd. And that's our intent and our intention. How can anyone know what the outcome is going to be until you get there?⁵

Although he stated that it would be very difficult to find bin Laden, near the end of the interview he added, "Do I expect to get them? You bet [the US expects] to get them."⁶ In the beginning of the twenty-first century, the American response to terror created a polarized world. Most people of the world supported the American invasion of Afghanistan, because that country had been harbouring bin Laden. Even in the Muslim world, a strong minority opposed bin Laden and attacks against the American homeland. However when the doctrine of pre-emption began to single out Iraq, the world polarized. Only a minority of the

⁴ George W. Bush, "A Fighting Doctrine – Important new steps in the Bush doctrine," *The National Review Online*, June 4, 2002, www.nationalreview.com/lowry/lowry060402.asp

⁵ Rumsfeld, *op. cit.*, p. 4.

⁶ *Ibid.*

world's people supported the invasion of Iraq and the divisions created will probably persist for many years. The world became polarized.

Other than the world economy and world politics, global security became an important and popular issue. On the morning of September 11, 2001, more than three thousand people who were innocent died because of the incident. The passengers on the planes, the people in the World Trade Center, and the people in the Pentagon, were the victims of this attack. While some people in the Middle East were celebrating and enjoying the success of the terrorists like winning a lottery, many other countries in the world became worried about terrorist activities. In airports, the security checkpoints were strictly and heavily guarded since no one wanted to see any more airplane hijacking tragedies. Immediately the money spent on defense and security systems increased when the incident happened. Preventing another attack, the US and other countries became more co-operative on issues of security. They began sharing intelligence information. In fact, in almost all cases where terrorists have been connected, the intelligence about them has come from other countries because the CIA and FBI have been tragically, ineptly, even criminally negligent in this field. The Americans kept on advocating the concept of global security, but can it be achieved after the war? Possibly it can if the quality of American intelligence can be improved. September 11, 2001 was the day which made global security an outstanding issue.

After the event of the 9/11 attack, the US quickly flexed its super-power muscles to create the pre-emption policy, which has been the most dramatic and influential change in world politics. While many countries were being penalized for aggressions, the American government allowed itself to blame, attack, and defeat any other nation in the world when the United States felt that it was being threatened or undermined. Closely related to instability of politics, the world economy has been tremendously and seriously influenced. The loss in the stock market, the loss in real estate, and the loss in the war accumulated to an enormous total. Affected by politics, world security became a more paramount issue than it had been because economic stability is based upon political stability.

Topic 3

**Conclusion:
Essay II**

For Americans, economic stagnation and heightened security are probably the most crucial consequences, while for the world it has been pre-emption. The foremost consequences of the attack upon the United States has been the doctrine of pre-emption, which seems to have made the United States paramount and threatened the security of all small and middle sized powers in the world. If America can alone determine where it wants regime change, then every other nation in the world is threatened. Will every small and medium country now strive to protect itself by a mad scramble for nuclear, biological, and chemical weapons? What other choice is there? The great threat of pre-emptive strikes makes the world unstable, is likely to increase the terrorist threat, and destabilizes the world economy for decades. Clearly the world has been politically shaken to its roots. Consequences can multiply. How did the world change? Economically, security-wise, but mostly political polarization over pre-emption!

The morning of September 11, 2001 was tragic. However, the Americans must learn. Before they blame others for this incident, they have to figure out the reasons for the terrorist attack and realize the effect and consequences of this incident. Why would people sacrifice their lives to perform suicidal attacks? Why did the Arabs hate the United States so much? Why was the US being attacked? People have think critically and carefully. Americans have refused to debate causes. It is almost a taboo subject in the media. The answer to everything is, "They hate us." No further explanation seemed to be required. The fundamental question was, "Why?" Lacking alertness on national security, the Americans had created the opportunities for plane hijacking. The ineffective and full-of-loopholes security system which cost millions of dollars of tax money, allowed the terrorist attack to happen. After the incident, the US became proactive because it felt it was being threatened. Enthusiastically, it wanted to establish global security by waging a war against terrorism. Among all the causes of the 9/11 attack, the most important one was the American intervention in the Middle East. The support of Israel, the establishment of the military bases and the political meddling among the countries all contributed to and enhanced the Arabs' hatred of the United States. As a superpower and international

**Super-
Conclusion**

**Two
Super-
Themes**

6 Topics

policeman, the United States had already interfered too much in international affairs. The introduction of the pre-emption doctrine, the engagement in the war against terror, and the collaboration from the US-friendly countries or satellites had made the United States a political pariah and changed world politics. The tragedy of September 11th was the most important event at the beginning of the twenty-first century. It has greatly changed the world economics, world politics, and world security. Avoiding another terrorist attack, people must analyze the fundamental and major causes to prevent dangerous consequences.

A Pleasant Re-Enforcement of Dress Up Style

If I were teaching today I would have my English classes choral-speak the poem set out below, until most had it memorized. I firmly believe that one cannot fully appreciate a poem until you have committed it to memory. That does not mean students should be sent home to learn the poem by heart. This poem however is not for appreciation alone despite its lilt, rhythm and rhyme. No "Harvest Time" has within it the entire six-point dress up with multiple examples of dual verbs and adjectives. This is the primary reason why this poem should be memorized. It exposes students not only to dress up but also a couple of decorations, similes and metaphors as well as being a personification of summer, the north and south winds. There is no medium as excellent in building vocabulary as poetry.

Harvest Time

A Personification of Summer
by
Pauline Johnson
[with slight adjustments]

<u>Pillowed and hushed</u> on the silent plain Wrapped in her mantle of golden grain Wearied of pleasuring weeks away, Summer is <u>dreamily</u> asleep today, <u>Where</u> winds come sweet from the wild-rose briars And the smoke of the <u>far-off prairie</u> fires.	metaphor	
Yellow her hair as the golden rod Brown her cheeks as the prairie sod; Purple her eyes as the mists that dream At the edge of some <u>laggard sun-drowned</u> stream; But over their depths the lashes sweep <u>Because</u> summer is lying today asleep.	simile simile simile	Triple
The North Wind kisses her rosy mouth, Her rival frowns in the far-off south, And comes caressing her sunburned cheek, And summer <u>who</u> awakes for one short week, <u>Awakes and gathers</u> her wealth of grain, Then <u>sleeps and dreams</u> for a year again	metaphor metaphor	

Quality Similes

When I introduce similes I do not bother about their quality until it is clear most of the class have mastered the basic idea. Eventually the day comes when I decide I can take no more of their cheap and silly similes. Circulate the list below, add to it, or create your own. Many of the examples use “as” because experience suggests students use “like” more easily. Go over the list and within each category ask young writers for additions of their own design. Give the assignment and together read the model where in seven sentences ten similes are used, six from the sample list and four new ones.

After correcting choose a few similes they have used which are of their own design and put them on a chart on the wall. Whenever in future you find quality similes in their work add them to this chart. Students can therefore choose from the sample list on the wall chart. As an option give an extra two marks for an original simile.

Sample Similes

Restless

as a windshield wiper
as a two-year old on a sugar buzz
as a wasp around a barbecue
as a bronco on oats

Genuine

as a thumb print
as DNA
as Moroccan leather
as the Italian leather of his shoes

Unplanned

as a hiccup
as a hurricane
as a winter storm
as a car crash

Dressed

like an unmade bed
like a catwalk model
like a soldier on parade
like a mannequin (manikin)

Messy

as a rat’s nest
as a teenage bedroom
as a child’s playroom
as a table uncleared
as a tousled, unmade bed

Phony

as a three-dollar bill
as a pink car
as a purple house
as an ice hotel in Vegas
as a palm tree in Inuvik

Looked

as calm (peaceful) as the sea at rest
as pressed as (like) a sailor on leave
as flustered as (like) a hen disturbed
as worried as (like) a dog abandoned
as nervous as (like) a dog with fleas
as serious as (like) a pillar in the church
as stern as (like) Zeus.

Assignment

Write a paragraph – with all stylistic elements – describing an individual using at least three, either of the sample similes listed above or others of your own design. At least one simile should use “like” and one “as.”

Inukshuk Man: Model of Similes

1 He paced back and forth about the lobby of the hotel as nervous as a
4 bronco on oats. Appearing like an official of some kind, he was obviously and
 anxiously waiting for someone while seeming seriously out of place like a palm
3 tree in Inuvik. Unquestionably well dressed, the man who could have passed as
 a mannequin, had he stood still long enough, sported trousers pressed like a
Triple razor’s edge, a shirt starched stiff as a board, tie and socks matching exquisitely
5 like a model about to parade the catwalk. While he looked one way, then the
 other, he seemed worried like a dog abandoned on a lonely road and harried like
6, 8 a bull confronted in the ring. He never stopped pacing. At intervals he would
 stop and ask the receptionist something, or so it seemed, because his head shook
3, Triple as an aspen in a breeze. Suddenly as the door opened, the man turned, starred
 and froze his arms askew like a lonely inukshuk on the icy Arctic Tundra.