

## Essay Outline for Social Studies

Can write on the back side of paper if ink does not leak through. May use outline that does not contain notes like facts and details or complete sentences but rather is used as a road map to write. Must have a thesis statement which is your opinion and three supporting opinions that you hold this opinion to be true. You will prove your opinion using concrete details. Concrete details are things like events, people, places -- evidence accepted as truth things you can use your brain to analyze or your senses to confirm (can taste, smell, see, hear, feel) or can be measured. Concrete details are used to support your position and you will have two for each commentary. (Rule of proof) Just because it is written down in a book doesn't make it a fact. It can just be someone else's opinion.

### Title

I. Introduction (Don't write this word. What is your introduction about in a word or couple of words)

A. Pertinent background information (about 2-3 sentences)

- 1.
- 2.

B. Thesis statement (Three ways ,not events or things but patterns that \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, )

1. Supporting opinion
2. Supporting opinion
3. Supporting opinion

II. TS that introduces your supporting opinion 1

A. 1<sup>st</sup> Category of proof for Supporting opinion 1 (Commentary)

1. **Concrete detail** to prove point
2. **Concrete detail** to prove point
3. Elaboration and transition

B. 2<sup>nd</sup> Category of proof for Supporting opinion 1 (Commentary)

1. **Concrete detail** to prove point
2. **Concrete detail** to prove point
3. Elaboration and transition

C. Conclusion and transition to next point (Make Your point)

III. TS that introduces your supporting opinion 2

A. 1<sup>st</sup> Category of proof for Supporting opinion 2 (Commentary)

1. **Concrete detail** to prove point
2. **Concrete detail** to prove point
3. Elaboration and transition

B. 2<sup>nd</sup> Category of proof for Supporting opinion 2 (Commentary)

1. **Concrete detail** to prove point
2. **Concrete detail** to prove point
3. Elaboration and transition

C. Conclusion and transition to next point (Make Your point)

IV. TS that introduces your supporting opinion 3

A. 1<sup>st</sup> Category of proof for Supporting opinion 3 (Commentary)

1. **Concrete detail** to prove point
2. **Concrete detail** to prove point
3. Elaboration and transition

B. 2<sup>nd</sup> Category of proof for Supporting opinion 3 (Commentary)

1. **Concrete detail** to prove point
2. **Concrete detail** to prove point
3. Elaboration and transition

C. Conclusion and transition to next point (Make Your point)

V. Re-state or re-phrase thesis statement. (Tie all your points together and make overall point)

A. Resolve issues (tie the supporting opinions together in a concise manner. How do they relate?)

1. Commentary
2. Commentary

B. Extend by pointing out how this fits into a larger context

Do not use I, or I feel, or I think, or as I said. Do not say In conclusion, or as I have shown or as I have proven. Points will be deducted if any of these phrases are used. Do not tell me what is going to be discussed or what the essay is about just write the essay. Turn in your outline with your essay. The outline cannot have specific dates, or facts. Do not write sentences in your outline.

TITLE:

I.

A.

- 1.
- 2.

B.

- 1.
- 2.
- 3.

II.

A.

- 1.
- 2.
- 3.

B.

- 1.
- 2.
- 3.

C.

III.

A.

- 1.
- 2.
- 3.

B.

- 1.
- 2.
- 3.

C.

IV.

A.

- 1.
- 2.
- 3.

B.

- 1.
- 2.
- 3.

C.

V.

A.

- 1.
- 2.

B.

Use this outline form to help you organize.

## **Essay Grading Criteria**

### **10-8**

Title  
Introduction lists some basis of discussion, encourages the reader to continue  
Thesis well developed and addresses all parts of the prompt  
Commentary & Elaboration relate to thesis  
Facts/ examples support thesis  
Thesis resolved in conclusion  
Conclusions and transitions present in each paragraph  
Does not include statements such as I feel, or I believe, or in conclusion or other words/phrases from the No No list  
Number of words approximately 300-500  
Grammatical/Spelling errors do not detract from fluency

### **8-6**

Introduction present  
Thesis statement included in introduction paragraph but does not completely address prompt  
Commentary & Elaboration distract from thesis or little or none present  
Facts present but either inaccurate or do not support thesis  
Conclusive statement made  
Number of words 300-500  
Grammar/Spelling errors do not detract from fluency  
Includes statements such as I feel, or I believe, or in conclusion; or now I am going to..; in this essay I will prove...; or other words/phrases from the No No list

### **6-4**

Introduction only one sentence and prompt is repeated  
No thesis statement  
No commentary or elaboration or commentary and elaboration distract from thesis  
General statements made instead of facts or examples that support opinion  
Conclusion vague  
Number of words far less than 300 or far greater than 500  
Grammar/Spelling errors detract from fluency  
Includes statements such as I feel, or I believe, or in conclusion; or now I am going to..; in this essay I will prove...; or other words/phrases from the No No list

### **4-1**

Prompt is repeated and used as introduction  
No thesis  
No commentary or elaboration or commentary and elaboration distract from thesis  
Very inaccurate facts (major errors made)  
Only general statements made no facts to support opinions  
Number of words far less than 300 or far greater than 500  
Grammar/Spelling errors detract from fluency  
Includes statements such as I feel, or I believe, or in conclusion; or now I am going to..; in this essay I will prove...; or other words/phrases from the No No list