

Directions: Identify the number of the introduction strategy that best matches the bolded text which follows in the space provided before each sentence in the paragraph. Also, label TS for the thesis statement in the space provided.

Introduction Strategies: DQ REPS BC

1. **D**efinition: Explains the meaning of an unfamiliar term or makes a general essay topic more specific.
2. **Q**uestion: Asks your audience to think about why the essay topic is important or relevant.
3. **R**eference to Common Knowledge: States an idea or fact that is known and accepted by your audience in order to build consensus.
4. **E**xpert Quotation: Provides an insightful comment about the essay topic from a well-known authority.
5. **P**review of Topic Sentences: Lists the main point from each topic sentence before or within the thesis statement.
6. **S**tatling Statement: States an unexpected fact or idea, one that is unknown to your audience, or one that provokes curiosity about the essay topic.
7. **B**ackground: Describes the relevant problem, historical circumstances, or literary context of the essay topic.
8. **C**ontroversy: Sparks interest because many might disagree with what is being said.

1. ___ **When, in the course of human events, it becomes necessary for one people to end the political bands which have connected them with another, and to become the separate and equal country to which the Laws of Nature and of Nature's God entitle them,** respect requires that they should declare the causes which force this separation.

2. ___ **We believe these to be true: that all people are created equal, that they are given certain rights by their Creator that cannot be taken away,** 3. ___ **that among these are Life, Liberty and the Pursuit of Happiness-that to gain these rights, governments are established, receiving their powers from those that they govern,** 4. ___ **that whenever any form of government does not protect these rights, it is the right of the people to change or to abolish it, and to form a new government, based upon these rights and organizing its powers to protect their safety and happiness.** 5. ___ **It makes sense that long-established governments should not be changed for unimportant reasons.** 6. ___ **But when a long series of abuses and misuses of power clearly points to unlawful rule,** 7. ___ **it is the right and duty of the people to throw off such government, and to provide new guards for their future security.**

Adapted from the Declaration of Independence by Thomas Jefferson

Introduction Strategies #2

Name _____

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1. ___ **After having experienced the problems of the current federal government,** you are called upon to consider a new Constitution for the United States of America. 2. ___ **This subject is so important that the existence of the country, its safety and welfare, and the future of the most interesting government in the world depends on this decision.** 3. ___ **It has been frequently said that it seems to have been left to the people of this country, by their behavior and example, to decide the important question of whether people are really capable or not of establishing good government from their own ideas and choices, or whether they are forever destined to have their government decided for them by accident and force.** 4. ___ **If there is any truth in this statement, now is the time to choose a new government.** A wrong decision may, in this view, deserve to be considered as the general misfortune of mankind.

Adapted from The Federalist Papers #1 by Alexander Hamilton

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1. ___ There are those who are asking the devotees of civil rights, **“When will you be satisfied?”** We can never be satisfied... until justice rolls down like waters and righteousness like a mighty stream.

2. ___ **One hundred years ago, a great American, in whose symbolic shadow we stand today here at the Lincoln Memorial, signed the Emancipation Proclamation.**

3. ___ **This presidential order to free the slaves came as a great ray of hope to millions of slaves, who had been burned in the flames of terrible injustice.** 4. ___ It came as a joyous daybreak to end **“the long night of their captivity.”** 5. ___ **But one hundred years later, the colored America is still not free.** 6. ___ **One hundred years later, the life of the colored American is still sadly crippled by the chains of segregation (the legal separation of the races) and the chains of discrimination (the negative treatment based upon race).**

One hundred years later, the colored American lives on a lonely island of poverty in the midst of a vast ocean of wealth. One hundred years later, the colored American is still left without hope in the corners of American society and finds himself an exile in his own land.

7. ___ **So we have come here today to dramatize a shameful condition.**

Adapted from the I Have a Dream speech by Doctor Martin Luther King, Junior

Appendix C Answers

Numbering the Essay

- #1 3-4-5-4-5
- #2 4-5-4-5-3
- #3 3-4-5-4-5-4-5
- #4 3-4-5-4-5-4
- #5 4-5-3-4-5
- #6 4-5-4-5
- #7 1-1-2-3-4-5-4-5-3-4-5-4-3-4-5-4-5-TR-6-6-6

Identifying Types of Evidence

- #1 1. 8 2. 6 3. 1 4. 4 5. 2 6. 3 7. 5 8. 7
9. 7 10. 5 11. 8 12. 3 13. 1 14. 2 15. 4 16. 6
- #2 1. 7 2. 8 3. 2 4. 4 5. 1 6. 6 7. 3 8. 5
9. 6 10. 7 11. 1 12. 3 13. 8 14. 5 15. 2 16. 4
- #3 1. 6 2. 4 3. 1 4. 2 5. 5 6. 2 7. 8 8. 3

Identifying Introduction Strategies

(Answers may vary, but are listed in best order.)

- #1 1. 7 2. 3 3. 1 4. 8 5. 3 6. 7 or 8 7. TS
- #2 1. 3, 7, or 8 2. 5 or 8 3. 3 or 4 4. TS
- #3 1. 2 2. 3 or 7 3. 7 4. 4 5. 6, 7, or 8 6. 1 or 7 7. TS

Identifying Conclusion Strategies

(Answers may vary, but are listed in best order.)

- #1 1, 8, 3 8 5
- #2 6, 5, 1 5, 4 5, 6, 7, 8 3, 5, 4, 8
- #3 7 5 4, 5 2, 1, 3, 6 8, 7

Parallelism

a new nation	that nation, any nation, that nation
conceived in liberty	dedicated to the proposition
we are engaged	We are met
so conceived	so dedicated
we cannot dedicate	we cannot consecrate, we cannot hollow
who struggled here	what we say here, what they did here, to be dedicated here, they who fought here
that these dead	that this nation
shall not have died in vain	shall have a new birth of freedom, shall not perish from the earth
of the people	by the people, for the people