

This work is due January 13

Do this on Tuesday:

We are working on compare and contrast essays to start off our new year. You should recall from class that a comparison shows how two things are alike while a contrast shows how they are different. We compared and contrasted two Arctic animals in class. Please review your notes from class. I posted a link to our sample paragraph on Google Docs on the website. Please review how we did that.

Today you are going to read the information sheet you have on two Arctic animals.

1. complete a close reading for each animal
2. use a highlighter to highlight important facts for each animal
3. write your notes for each animal
4. read over your notes - do you see similarities and/or differences - think about their habitat, their description, their diet, etc... and enter those into the Arctic Animal Venn Diagram

Do this on Thursday:

Compare and Contrast essays rely heavily on cue words to help your reader. In class we made a list of words that are often used in compare and contrast essays. Review those words and add more from this list if needed.

### Comparison

- in the same way
- by the same token
- similarly
- in like manner
- likewise

### Contrast

- yet
- and yet
- nevertheless
- nonetheless
- after all
- but
- however
- though
- otherwise
- on the contrary
- in contrast

- notwithstanding
- on the other hand

Today you are going to write your rough draft comparing two Arctic Animals on Google Docs. You **MUST** share your document with me. I will provide feedback to you. You **MUST** also share your document with your revise buddy.

Your paragraph should include:

1. a topic sentence
2. at least four points of comparison or contrast (you must have at least one comparison or at least one contrast, in other words, you cannot have a paragraph that only discusses how the Arctic animals are alike, you must discuss how they are alike and how they are different)
3. at least three compare and contrast words that help with transition
4. a concluding sentence

Do this on Friday:

Today you should read and add revision notes to your revise buddy's paragraph. Then you should read your document and make the necessary revisions. Print your paragraph.

**You should turn in your notes from the Arctic Animals, the Venn diagram, and your final paragraph.**

	<b>you got it! 3</b>	<b>almost there 2</b>	<b>oh no! 1</b>
<b>intro sentence</b>			
<b>detail one</b>			
<b>detail two</b>			
<b>detail three</b>			
<b>detail four</b>			
<b>at least three “special words”</b>			
<b>concluding sentence</b>			

This work is due January 20

Do this on Tuesday:

This is the powerpoint from class: [https://jthsenglishroom.wikispaces.com/file/view/Contrast\\_Comparison+Essay.pdf](https://jthsenglishroom.wikispaces.com/file/view/Contrast_Comparison+Essay.pdf)

You should recall from class that a comparison shows how two things are like while a contrast shows how they are different. Yesterday we discussed the similarities and differences between spring and autumn. Please review your notes. We also wrote our thesis. Please write your thesis statement from class here:

---

---

---

Then we talked about the two ways to organize the information.

**The first method includes four paragraphs.**

The first paragraph includes the following:

1. a hook
2. a main idea sentence
3. thesis statement from above

The second paragraph includes:

1. main idea or introductory sentence about autumn
2. detail or support 1 on autumn
3. detail or support 2 on autumn
4. detail or support 3 on autumn... add more supports if needed
5. concluding sentence

The third paragraph includes:

1. main idea or introductory sentence about spring
2. detail or support 1 on spring
3. detail or support 2 on spring
4. detail or support 3 on spring ... add more supports if needed
5. concluding sentence

The fourth paragraph includes:

1. Restate the thesis
2. A concluding statement that helps to tie your paper together
3. The clincher that connects back to your title

----- OR -----

**The second method also includes four paragraphs:**

The first paragraph includes the following:

1. a hook
2. a main idea sentence
3. thesis statement from above

The second paragraph discusses the similarities between autumn and spring

1. introductory sentence
2. comparison 1
3. comparison 2
4. comparison 3 (you can add more)
5. concluding sentence

The third paragraph discusses the differences between autumn and spring

1. introductory sentence
2. contrast 1
3. contrast 2
4. contrast 3 (you can add more)
5. concluding sentence

The fourth paragraph includes:

1. Restate the thesis
2. A concluding statement that helps to tie your paper together
3. The clincher that connects back to your title

TODAY - select the method you want to use and review your notes and organize your thoughts. The best way to do this is to use the guidelines above and fill with your notes. For example, if I was comparing summer and winter and using the first method it would look like this:

The first paragraph includes the following:

1. a hook - Which is season is enjoyed the most - summer or winter?
2. a main idea sentence - Both winter and summer seasons are loved by many.
3. thesis statement from above - From fun in the hot summer sun, to sitting by the fire on a cold winter's day, both summer and winter have remarkable similarities and distinct differences.

The second paragraph includes:

1. main idea or introductory sentence - Summer is the second season of the year and begins in mid-June.
2. detail or support 1 Summer is hot. \*

3. detail or support 2 Summer has long days.\*
4. detail or support 3 Summer holidays - July 4th and Labor Day\*
5. concluding sentence Overall summer is a great season, but winter also has its unique characteristics.

\* notice that I just used the detail here - treat this like an outline

\* you will use this as your outline to guide you in your writing

**Turn in your outline/plan for your essay in class.**

Do this on Thursday:

1. Read over your planning guide or outline. Make any adjustments to it. Do you need to add any details? Do you need to do some research? If so complete that first. (do you know the first official day of spring?)

2. Compare and Contrast essays rely heavily on cue words to help your reader. In class we made a list of words that are often used in compare and contrast essays. Review those words and add more from this list if needed.

3. Today you are going to write the first two paragraphs of your essay on Google Docs. Please be sure to share it with me.

Do this on Friday:

1. Read what you have written and complete the last two paragraphs.

**Be sure to print your paper and bring a copy of your outline to class!**

This work is due January 27

Do this on Tuesday:

1. In class and on Google Docs we revised and edited your essays. Today you are going to work with your revise buddy on your papers to make adjustments. Please share with me when you are done with your revisions for your buddy.
2. Look at the rubric (it is on the next sheet) carefully to make sure you and your revision buddy have all the parts for the rubric met.

Do this on Thursday:

1. Today you are going to complete your final draft. Please pay careful attention to your verb choice, to your sentence structure, to your transitions...

Do this on Friday:

1. Today you are going to print a copy of your paper and use the rubric to give yourself a grade on your essay. Be honest and make notes to improve.

**You will turn in your final essay and copy of the rubric.**



	great 3	good 2	keep trying 1
<b>First paragraph</b> <b>hook</b> <b>main idea sentence</b> <b>thesis</b>			
<b>second paragraph</b> <b>intro sentence</b> <b>3 details</b> <b>concluding sentence</b> <b>with transition</b>			
<b>third paragraph</b> <b>intro sentence</b> <b>3 details</b> <b>concluding sentences</b> <b>with transition</b>			
<b>fourth paragraph</b> <b>restate the thesis</b> <b>a concluding sentence</b> <b>a clincher</b>			
<b>special words are</b> <b>used to transition</b>			
<b>strong verbs</b>			
<b>sentence variety</b> <b>how the start</b> <b>sentence type</b>			
<b>overall good flow</b>			
<b>2 points for grammar</b> <b>errors</b>			

Rubric for the Compare and Contrast Essay

This work is due February 3

This month we are going to work on a 5- paragraph research essay. Your task is to research, take notes, make an outline, and write a 5-paragraph essay on a snow leopard. You will be provided with all the research - **please do not go online to complete more research.**

On Tuesday and Thursday:

Read the following sources carefully. THEN use a different colored highlighter for each of the following topics: 1. habitat 2. description 3. diet 4. family life - highlight the relevant facts for each of the topics in each of the sources.

### **Source 1**

from: <http://animals.nationalgeographic.com/animals/mammals/snow-leopard/>

These rare, beautiful gray leopards live in the mountains of Central Asia. They are insulated by thick hair, and their wide, fur-covered feet act as natural snowshoes. Snow leopards have powerful legs and are tremendous leapers, able to jump as far as 50 feet (15 meters). They use their long tails for balance and as blankets to cover sensitive body parts against the severe mountain chill.

### **Diet and Hunting**

Snow leopards prey upon the blue sheep (bharal) of Tibet and the Himalaya, as well as the mountain ibex found over most of the rest of their range. Though these powerful predators can kill animals three times their weight, they also eat smaller fare, such as marmots, hares, and game birds.

One Indian snow leopard, protected and observed in a national park, is reported to have consumed five blue sheep, nine Tibetan woolly hares, twenty-five marmots, five domestic goats, one domestic sheep, and fifteen birds in a single year.

### **Conservation**

As these numbers indicate, snow leopards sometimes have a taste for domestic animals, which has led to killings of the big cats by herders.

These endangered cats appear to be in dramatic decline because of such killings, and due to poaching driven by illegal trades in pelts and in body parts used for traditional Chinese medicine. Vanishing habitat and the decline of the cats' large mammal prey are also contributing factors.

### **Source 2:**

From:

**<http://www.defenders.org/snow-leopard/basic-facts>**

The snow leopard, known for its beautiful, thick fur, has a white, yellowish or soft gray coat with ringed spots of black on brown. The markings help camouflage it from prey.

With their thick coats, heavy fur-lined tails and paws covered with fur, snow leopards are perfectly adapted to the cold and dry habitats in which they live.

### **Diet**

Snow leopards primarily hunt wild sheep and goats. Snow leopards are also known to eat smaller animals like rodents, hares and game birds.

### **Population**

#### **Did You Know?**

Snow leopards have very large paws that act as snowshoes and keep them from sinking into the snow. Their paws are also completely fur-covered, protecting them from the cold.

Very rare in most of their range, an estimated 3,500 to 7,000 snow leopards are left in the wild, with 600 - 700 in zoos around the world. Exact numbers in the wild have not been determined due to the snow leopard's shy nature.

### Range

Snow leopards are found at altitudes between 9,800 and 17,000 feet in the high, rugged mountains of Central Asia. Their range spans from Afghanistan to Kazakhstan and Russia in the north to India and China in the east. China contains about 60% of snow leopard habitat. They have already disappeared from certain parts of Mongolia, which is part of their historic range.

### Behavior

Snow leopards prefer to inhabit steep cliff areas, rocky outcrops and ravines. Such habitats provide them with the camouflage they need to ambush unsuspecting prey. They stalk their prey and usually spring from a distance of 20 - 50 feet. Their long and powerful hind limbs help snow leopards leap up to 30 feet, which is six times their body length.

### Did You Know?

Snow leopards have light green or gray eyes, unusual for big cats, who usually have yellow or gold eyes.

Mostly active at dawn and dusk, snow leopards are rarely seen in the wild. Unlike other big cats, snow leopards are unable to roar. Solitary in nature, they pair only during the breeding season.

### Reproduction

**Mating Season:** Between January and mid-March.

**Gestation:** period 3-3 ½ months.

**Litter size:** 2-3 cubs.

Females give birth in rocky dens lined with their fur. The young follow their mother on hunts at three months and remain with her through their first winter.

### **Source 3:**

From:<http://www.kidsplayandcreate.com/snow-leopard-facts-for-kids/>

- Scientific name for a snow leopard is *uncia uncia*.
- A male snow leopard is called a leopard.
- A female is called a leopardess.
- A baby is called a cub.
- Snow Leopards like steep, rocky terrain.
- Snow Leopards live in the mountains of Central Asia including the Himalayan Mountains in the countries of Nepal, India, Pakistan, Mongolia, China Afghanistan and Russia.
- In the Summer months snow leopards will stay high up in the mountains, in the Winter months they will come down from the mountains and enter forests.
- Snow Leopards are an endangered species.
- Snow Leopards are mammals.
- Snow Leopards are carnivores meaning they eat meat.
- They will hunt prey up to three times the size of their own body weight.
- Snow Leopards like to eat blue sheep and mountain ibex. They will also eat wild sheep and goats, birds and other small animals.
- Snow Leopards vary in color from cream to a pale yellow, light tan or light grey color.
- Snow Leopards have rosettes. Rosettes are rose-like shaped spots.
- Their rosettes range in color from dark grey to black.
- A snow leopards rosettes are smaller on their head, legs and tail and larger on their body.
- Like humans no two snow leopards have the same rosettes pattern.
- Snow Leopards weight between 60-120 pounds.
- They have thick fur to keep them warm in their cold climate.
- Snow Leopards have pale green or grey eyes.
- They are about 2 feet tall from paw to shoulder.
- Snow Leopards are 3 feet-4.5 feet long not including their tail.
- Their tails are 2.5 feet to 3.5 feet long.
- A snow leopards tail is long, thick and flexible to help them keep balance.
- Their tails also stores fat to keep them warm.

- When snow leopards are sleeping they wrap their tails around their bodies like a blanket.
- Snow Leopards can jump up to 50 ft.
- They can run at speeds between 40-50 miles per hour but only for a short distance.
- Snow Leopards are solitary animals meaning they like to live alone.
- Snow Leopards cannot roar but they make other sounds such as growling, chuffing, hissing and meowing.
- Snow Leopards use urine to mark their territory and to attract mates.
- A mother snow leopard gives birth to 2-3 cubs.
- Cubs are born helpless and blind.
- They begin to see after 7 days.
- Cubs live with their mothers for up to two years before going off to live alone.
- Humans are the major threat to the snow leopard species.
- Poachers (illegal hunters) kill snow leopards for their thick fur and bones used in some cultural medicines.
- Loss of habitat also contributes to the decline in snow leopard populations.

#### Source 4

From:

<https://ypte.org.uk/factsheets/leopard-snow/print>

(you might notice some UK spelling)

The snow leopard is related to the common leopard of Africa and Asia, but because its way of life and general appearance are so different it is regarded as a separate species.

#### Overview



**IUCN Red List status:** Endangered

**Distribution:** Central Asia; Mongolia, China, Afghanistan, Nepal, Pakistan and Russia .

**Habitat:** High up in rhododendron forests and above the tree line, living in caves in the rocky cliffs. Usually solitary.

**Description:** The leopard's thick fur is about 5cm long along the back - 10cm long underneath. The coat is a soft ashy-brown colour with black rosette markings.

**Size:** Body Length - 1.2 to 1.5m (4-5ft). Tail - 90cm (35.5ins). Weight: 25 - 75kg

**Life-span:** Approx. 20 years in captivity.

**Food:** Wild sheep and goats, deer, wild boar, small mammals and some birds.

### **Daily Life**

One of the most strikingly beautiful of all cats is the snow leopard - sometimes called the ounce or once. It is related to the common leopard of Africa and Asia, but because its way of life and general appearance are so different it is regarded as a separate species.

The snow leopard has a head and body length of about 1.2 - 1.5m (4-5ft) with a tail measuring 90cm (35.5ins). The thick fur is about 5cm long on the back - but almost twice that length on the underparts of the animal.

The coat is a soft ashy-brown color with black rosette markings. This long, soft coat of fur provides the snow leopard with effective and much needed protection from the bitterly cold winds encountered by this extremely rare and endangered species!

Owing to the sad fact that some humans like to wear animal skins, the snow leopard's coat of soft and beautifully marked fur caused the species to be a target for the fur trade. The International Furriers Association has now banned the use of snow leopard fur, so snow leopard skin clothes are made strictly on the black market. It should be remembered that it takes the skins from up to seven dead leopards to make one coat for one human!

The snow leopard lives in the remote mountainous regions of Central Asia, from Pakistan and Afghanistan to parts of Russia and China - including the lonely Altai Mountains and the Himalayas, where in summer it hunts at altitudes of up to 6,000m (about 19,500ft). During the harsh winter weather, the snow leopard follows the example of its prey and descends to lower levels of around 1,800m (about 6,000ft). The prey species include wild sheep, marmots, and other rodents, hares and ground-dwelling birds.

It is at this time of year that the snow leopard will attack and kill domestic cattle - or may itself be killed by hunters or herdsman, although generally it will avoid anything to do with humans.

Snow leopards are powerful, agile animals capable of making huge leaps to cross ravines or clear other obstacles.

Usually a solitary creature, it leads a lonely life wandering the mountains, although the female leopard may be accompanied by cubs. These are born about 100 days after mating takes place, with two or three cubs in a litter.



On Friday:

Look over your highlighted notes and organize the facts (do not list a fact more than once, even if you have highlighted it more than once) please note from which source your note originated by putting it in parenthesis. You may notice that some of your facts contradict each other; we will talk about that in class.

for example:

high in the mountains of central Asia (source 1)

Habitat

Description

Diet

## Family Life

This work is due February 10

Do this on Tuesday (we started this in class):

Read over your notes. Do you have at least three different and unique facts per category? Yes or No

Now circle your favorite three categories! (eliminate one topic) My topics are:

---

Now it is time to make an outline:

On a separate sheet of paper complete your outline using this as your guide:

(we will write your thesis in class)

I. Intro Paragraph

A. Hook - ask a question or present an amazing fact!

B. Topic sentence

C. Thesis\* - topic and the three categories

II. 1st Body Paragraph (your first topic)

A. Introductory sentence

B. Fact one

C. Fact two

D. Fact three

E. Concluding sentence

### III. 2nd Body Paragraph (your second topic)

A. Introductory sentence

B. Fact one

C. Fact two

D. Fact three

E. Concluding sentence

### IV. 3rd Body Paragraph (your third topic)

A. Introductory sentence

B. Fact one

C. Fact two

D. Fact three

E. Concluding sentence

### V. Concluding Paragraph

A. Restate the thesis

B. An emotional plea

C. Tie back to the title or hook

Do this on Thursday:

Most writers find it easier to write their body paragraphs first and then to go back and write the introductory and concluding paragraphs.

Remember that each body paragraph should begin with an introductory sentence, contain three supporting facts, and end with a concluding sentence.

Good writers have sentence variety which means they do not begin each sentence the same way. The BEST writers strive to have strong verbs (try to avoid the be verbs and helping verbs) and quality adjectives and adverbs. The most amazing writers use transition words to help their paragraph flow naturally.

Write your first body paragraph on Google Docs

Do this on Friday:

Write your second and third body paragraphs.

Bring to class your outline and your three body paragraphs

This work is due February 17

Do this on Tuesday:

In class we worked on writing our introductory and concluding paragraphs. Today you will type both. Share your paper on Google Docs with me and your revision buddy by 6:00 today! Be sure you have looked at the rubric to make sure you are meeting the objectives for this paper.

Do this on Thursday:

You should have received a paper from your buddy on Tuesday. Please provide constructive feedback. You should also have received feedback from your buddy and from me. Work on your final draft today.

Do this on Friday:

Your final draft due is next class. Print your paper and the rubric below.

Use the following rubric to check your work:

	Fair	Good	AMAZING
<b>Intro paragraph</b>	-----	-----	-----
hook			
main idea			
thesis			
<b>First body paragraph</b>	-----	-----	-----
intro sentence			
1st supporting detail			
2nd supporting detail			
3rd supporting detail			
concluding sentence			
<b>Second body paragraph</b>	-----	-----	-----
intro sentence			
1st supporting detail			
2nd supporting detail			
3rd supporting detail			
concluding sentence			
<b>3rd Body Paragraph</b>			
intro sentence			
1st supporting detail			
2nd supporting detail			
3rd supporting detail			
concluding sentence			
<b>Concluding paragraph</b>	-----	-----	-----
restate the thesis			
an emotional plea			
tie back to the title or hook			



	Fair	Good	AMAZING
<b>Style</b>	-----	-----	-----
strong verbs	1	2	3 or more
quality adjectives	1	2	3 or more
quality adverbs	1	2	3 or more
sentence variety			
<b>Conventions</b>	-----	-----	-----
Grammar	more than 5	3 -5	less than 3
Spelling	more than 5	3 -5	less than 3

This work is due on February 24:

Do this on Tuesday:

As discussed in class, you are going to write a 5-paragraph essay that answers this prompt: Heroes are an integral part of our experience and our daily life.

Identify a hero in your life, it may be someone from history or someone you know, and select three traits that your hero possesses that makes him or her heroic in your eyes.

You should remember from our previous work with 5-paragraph essays that all 5-paragraph essays follow a similar format. Please review your notes from class to remind yourself of that format.

Today you must select your hero. As stated above it can be someone from history or someone you know which means it must be a real person. You cannot select a character from a fictional piece of work. Remember to think 'outside' the box so your paper can be original.

My hero:

Traits he/she has that I find heroic: \_\_\_\_\_  
\_\_\_\_\_

Examples: brave, compassionate, determined, courageous, honest, selflessness, caring, leader, perseverance, focus, intelligent, devotion, hard-working, humble...

Then pick the three traits you think your hero best personifies. You must have examples of how your hero personifies these traits. For example if you say that your hero is Abe Lincoln, and you select determined, then you must have three examples of how he was determined. Some of you will need to do research to complete this part of your work while others will need to ask a parent for more information. Start researching today; keep up with your research like you have learned!

Do this on Thursday:

On Tuesday you picked your hero and three traits she/he personifies. You completed research. Today you are going to complete the notes for your body paragraphs:

Trait one: \_\_\_\_\_

example one: \_\_\_\_\_

\_\_\_\_\_

example two: \_\_\_\_\_

\_\_\_\_\_

example three: \_\_\_\_\_

\_\_\_\_\_

Trait two: \_\_\_\_\_

example one: \_\_\_\_\_

\_\_\_\_\_

example two: \_\_\_\_\_

\_\_\_\_\_

example three: \_\_\_\_\_

\_\_\_\_\_

Trait three: \_\_\_\_\_

example one: \_\_\_\_\_

\_\_\_\_\_

example two: \_\_\_\_\_

\_\_\_\_\_

example three: \_\_\_\_\_

\_\_\_\_\_

Make sure your examples really support your trait. For example, if I say Abe Lincoln is my hero because he is brave. I must use examples of his bravery. I cannot say that he loved his family very much because that does not support bravery; that would need to go under the trait, loving. Think about your choices.

Do this on Friday:

You guessed it! Make an outline. Look at your notes from class and make a dynamite outline. You will want to include your hook, your thesis, your intro sentences, your reasons, concluding sentences, your restated thesis, your clincher, etc... This will take some time. Allow yourself an hour to get this done.

**Turn in your outline on Monday!**

This work is due on March 2

Do this on Tuesday:

In class we evaluated your outlines, and we discussed the importance of using strong verbs and including vivid stories to bring your hero to life. This paper will require you to write with a strong voice. Get writing! Today you should finish 1/2 of your hero essay and share it with me and your buddy on Google Docs. Get this to me by 7:00 on Tuesday.

Do this on Thursday:

Finish your essay and share with me and your buddy on Google Docs by 7:00 pm.

Read and make revision suggestions for your buddy.

Do this on Friday:

Read over the comments to guide your revisions and revise your essay.

**Print a copy of your essay and the rubric below to turn in on Monday!**



## Rubric for a Five-Paragraph Essay

	4	3	2	1
<b>Focus</b> 4 3 2 1	Consistently establishes and maintains a clear purpose and point of view related to the audience and task	Generally establishes and maintains a clear purpose and point of view related to the audience and task	Has some difficulty establishing and maintaining a clear purpose and point of view related to the audience and task	Does not clearly establish or maintain a purpose and/or point of view related to the audience and task
<b>Organization</b> 4 3 2 1	Highly effective introduction containing a 3-point thesis; 3 body paragraphs related to thesis that include logical transitions within and between paragraphs; a comprehensive conclusion that powerfully summarizes the main points	Effective introduction containing a 3-point thesis; 3 body paragraphs related to thesis that include logical transitions within and between paragraphs; a comprehensive conclusion that powerfully summarizes the main points	Moderately effective introduction containing a thesis; 3 body paragraphs somewhat related to thesis that include some logical transitions within and between paragraphs; a conclusion that summarizes the main points	Ineffective introduction, body, and conclusion; weak thesis or no thesis; little evidence of transitions within and between paragraphs
<b>Content</b> 4 3 2 1	Thorough development of ideas and details that are related to the topic	Substantial development of ideas and details that are related to the topic	Partial development of ideas and details that are related to the topic	Incomplete development of ideas and details that are related to the topic
<b>Usage</b> (Conventions) 4 3 2 1	Accurate use of mechanics, spelling, grammar, and sentence structure	Generally accurate use of mechanics, spelling, grammar, and sentence structure	Somewhat accurate use of mechanics, spelling, grammar, and sentence structure	Major inaccuracies in the use of mechanics, spelling, grammar, and sentence structure
<b>Style</b> 4 3 2 1	Highly effective use of precise language, word choice, voice, and sentence variety	Effective use of precise language, word choice, voice, and sentence variety	Moderately effective use of precise language, word choice, voice, and sentence variety	Ineffective use of precise language, word choice, voice, and sentence variety



This is due on March 9.

Do this on Tuesday:

In class you were given a copy of the poem “Harvey” by Judith Viorst which we discussed and examined how Harvey exemplifies an ideal friend.

This is a short assignment. You will write a one paragraph essay about 10 – 15 sentences long about Harvey’s character traits. You must have evidence from the text to support your claim. For example, if you claim Harvey is trustworthy, you must say why... from the poem. Remember you can summarize or use a direct quote. If your direct quote is less than a line long, just quote it and follow it with the line of the poem in parenthesis. There are different rules for quoting more than three lines, but you should not quote more than three lines. Your essay must include everything we have already talked about in previous essays – strong verbs, quality adjectives, sentence variety etc...

Hopefully, you took good notes in class on how to use quotes from the poem in your essay, but I am including an example here for you. Remember every quote must be I.C.E. (introduced, cited, explained)

For example:

Harvey displays exceptional compassion toward his friend: “Harvey doesn’t laugh about how I say short while everybody grows” (1). Clearly Harvey is aware of his friend’s insecurity about his height and does not join others in teasing him.

Do you see how the quote was introduced? *Harvey display exceptional compassion toward his friend:* (use the : since the introduction is an independent clause)

Next I have the quote. Pay careful attention to how it is cited. Do you see where the period is? It is after the () and what is in the parentheses? The line from the poem.

Then you will see that I have a sentence that explains why I chose this quote to support my claim: *Clearly Harvey is aware of his friend’s insecurity about his height and does not join others in teasing him.*

Here is an example of paraphrasing:

Harvey display exceptional compassion toward his friend because he does not make fun of and laugh at how his friend is not growing (1). Clearly Harvey is aware of his friend's insecurity about his height and does not join others in teasing him.

Do you see how the paraphrase was introduced? *Harvey displays exceptional compassion toward his friend*. I still have to cite this by putting the line of the poem in parenthesis. And, of course, I must explain why this evidence supports my statement.

Today you will identify three traits and the quote that you will use as your evidence.

Trait: \_\_\_\_\_

Evidence: \_\_\_\_\_  
\_\_\_\_\_ line \_\_\_\_\_

Trait: \_\_\_\_\_

Evidence: \_\_\_\_\_  
\_\_\_\_\_ line \_\_\_\_\_

Trait: \_\_\_\_\_

Evidence: \_\_\_\_\_  
\_\_\_\_\_ line \_\_\_\_\_

Do this on Thursday:

Review your notes on format for this essay.

You should begin with a hook, followed by a sentence that introduces the author and title of the poem. Then you should have a thesis. (You can combine those if you like!) Next you will have your first trait which you will I.C.E., then your second trait, then your third trait - all them are I.C.E.'d. Lastly, you will end with a concluding sentence.

Today you are going to write to a rough draft of your essay. Remember you do not have to use a quote as evidence for each trait. Please paraphrase or summarize at least once. You must use at least one quote.

Do this on Friday:  
Keep working on your essay.  
In class we will work on revision and editing.

**Bring two copies of your rough draft to class.**

Use the rubric below to guide you:  
For the one paragraph Literary Analysis paper on “Harvey”

Organization:

Name, date, etc..	2	1	0
Title – capitalized and centered	2	1	0
12 point font used	2		0
Content:			
Author and Poem mentioned	10	5	0
First character trait identified	5	3	0
First character trait has evidence	5	3	0
Second character trait identified	5	3	0
Second character trait has evidence	5	3	0
Third character trait identified	5	3	0
Third character trait has evidence	5	3	0
Intro sentence	5	3	0
Concluding sentence	5	3	0
Clear and well written paragraph	15	10	0
Spelling/grammar errors -2		___	/71

This work is due March 16

Do this on Tuesday:

In class we evaluated and graded a sample literary essay for the “Harvey” poem. Review what we discussed. Examine your own essay and apply those ideas to your essay. Send a copy of your revised rough draft to me and your revision buddy via Google Docs by 7:00 p.m.

Do this on Thursday:

Read your revision buddy’s paper and her/his notes back to you as well as mine.

Write your final draft.

Do this on Friday:

Read the following story and write a list of the character traits that Saruni personifies.

**Turn in your final draft with a clean rubric and bring the following papers.**

## **From the book, My Rows and Piles of Coins by T. Mollel**

page 5 : After a good day at the market, my mother, Yeyo, gave me five whole ten-cent coins. I gaped at the money until Yeyo nudged me. “Saruni, what are you waiting for? Go and buy yourself something.”

page 7: I plunged into the market. I saw toasted peanuts, charpati, rice cakes, and sambusa. There were wooden toy trucks, kites, slingshots, and marbles. My heart beat excitedly. I wanted to buy everything, but I clutched my coins tightly in my pocket.

page 9: At the edge of the market, I stopped. In a neat sparkling row stood several big new bicycles. One of them was decorated all over with red and blue.

“That’s what I would buy!”

For some time now, Murete, my father, had been teaching me to ride his big, heavy bicycle. If only I had a bicycle of my own!

A gruff voice startled me. “What are looking for, little boy?”

I turned and bumped into a tall skinny man, who laughed at my confusion. Embarrassed, I hurried back to Yeyo.

page 11: That night, I might dropped five ten-cent coins into my secret money box. It held other ten-cent coins. Yeyo had given me for helping with market work on Saturdays. By the dim light of a lantern, I feasted my eyes on the money. I couldn’t believe it was all mine.

I emptied the box, arranged all the coins in pies and the piles in rows. Then I counted the coins and thought about the bicycles I longed to buy.

page 12: Every day after school, when I wasn’t helping Yeyo to prepare for supper. I asked Murete if I could ride his bicycle. He held the bicycle steady while I rode around, my toes barely touching the pedals.

Whenever Murete let go, I wobbled, fell off, or crashed into things and among coffee trees. Other children from the neighborhood had a good laugh watching me.

Go on laugh, I thought, sore but determined. Soon I would be like a cheetah on wheel, racing on errands with my very own bicycle!

page 15: Saturday after Saturday, we took goods to market, piled high on eYo's head and on my squeaky old wooden wheelbarrow. We sold dried beans and maize, pumpkins, spinach, bananas, firewood, and eggs. My money box grew heavier.

I emptied the box, arranged the coins in piles and the piles in rows. Then I counted the coins and thought about the red and blue bicycle.

page 16: After several more lessons Murete let me ride on my own while he shouted instructions. "Eyes up, arms straight, keep pedaling, slow down!" I enjoyed the breeze on my face, the pedal trudging smoothly under my feet, and most of all, Yeyo's proud smile as she watched me ride. How surprised she would be to see my new bicycle. How grateful she would be when I used to help her on market days!

page 18: The heavy March rains came. The ground became so muddy, nobody went to market. Instead, I helped Yeyo with house chores. When it wasn't raining, I helped Murete on the coffee farm. We pruned the coffee trees and put fallen leaves and twigs around the coffee stems. Whenever I could, I practiced riding Murete's bicycle.

It stopped raining in June. Not long after, school closed. Our harvest-fresh maize and peas, sweet potatoes, vegetables, and fruits - was so big, we went to market on Saturdays and Wednesdays. My money box grew heavier and heavier.

page 19: I emptied the box, arranged the coins in piles and the piles in rows. Then I counted the coins and thought about the red and blue bicycle.

page 20: A few days later I grew confident enough to try to ride a loaded bicycle. With Murete's help, I strapped a giant pumpkin on the carrier behind me. When I attempted to pedal, the bicycle wobbled so dangerously that Murete, alongside me, had to grab it.

"All right, Saruni, the load is too heavy for you," he said, and I got off. Mounting the bicycle to ride back to the house, he sighed wearily. "And hard on my bones which are getting too old for pedaling."

I practiced daily with smaller loads, and slowly I learned to ride a load bicycle. No more pushing the squeaky wheelbarrow, I thought. I would ride with my load tall and proud on my bicycle - just like Murete.

page 22: On the first Saturday after school opened in July, we went to the market as usual. Late in the afternoon, after selling all we had Yeyo sat talking to another trader.

I set off into the crowd. I wore an old coat Murete had handed down to me for chilly July days like today. My precious coins were wrapped in various bundles inside the oversize pockets of the coat.

I must be the richest boy in the world, I thought, feeling like a king. I can buy anything.

page 24: The tall skinny man was polishing his bicycles as I came up. "I want to buy a bicycle," I said, and brought out my bundles of coins.

The man whistled in wonder as I unwrapped the money carefully on his table. "How many coins have you got there?"

page 25: Proudly, I told him, "Three hundred and five"

"Three hundred and ...five," he muttered. " mmmh, that's thirty shillings and fifty cents." He exploded with laughter. "A whole bicycle...for thirty shilling and fifty cents?"

His laugh followed me as I walked away with my bundles of coins deeply disappointed

page 26: On our way home, Yeyo asked what was wrong.

I had to tell her everything.

"You saved all your money for a bicycle to help me?" she asked. I could tell she was amazed and touched. "How nice of you!" As for the tall skinny man, she scoffed, "Oi! What does he know? Of course you buy a bicycle. One day you will."

Her kind words did not cheer me.

page 27: The next afternoon, the sound of a pikipiki filled the air, tuk-tuk-tuk-tuk. I came out of the house and stared in astonishment. Murete was perched on an orange pikipiki, he headed to the house.

page 28: When Murete came out, Yeyo was with him, and he was wheeling his bicycle. "I want to sell this to you. For thirty shillings and fifty cents." He winked at me.

Surprised. I stared at Murete. How did he know about my secret money box? I hadn't told him anything.

Then suddenly, I realized the wonderful thing that had just happened. "My bicycle, I have my

very own bicycle!" I said, and it didn't matter at all that it wasn't decorated with red and blue. Within moments, I had brought Murete my money box.

page 29: Murete gave Yeyo the box. Yeyo, in turn, gave it to me. Puzzled, I looked from Yeyo to Murete and to Yeyo again.

"You're giving it back to me?"

Yeyo smiled. "It's a reward for all your help to us." "Thank you, thank you!" I cried gleefully.

page 31: The next Saturday, my load sat tall and proud on my bicycle, which I walked importantly to market. I wasn't riding it because Yeyo could never have kept up. Looking over at yeyo, I wished she didn't have to carry such a big load on her head.

If only I had to cart to pull behind my bicycle, I thought, I could lighten her load.

I emptied the box, arranged the coins in piles and the piles in rows. Then I counted the coins and thought about the cart I would buy....



Bring to class:

Character Trait:

Evidence from the book and page number:


Title and Author of the book:

---

Setting:

---

Sample thesis statement:

---

---

---

Introductory paragraph must include:

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

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

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

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

## Transition Words

In this essay you will be expected to use transitional words along with your strong verbs, quality adjectives, sentence variety etc. You should refer back to your time and order as well. Please use at least three of the following words in your essay to create movement in your paper:

As well as,

In addition,

Another,

After,

Besides,

Together with,

Along with,

Finally,

Most of all,

It is clear,

Overall,

First (etc..)

# Self-editing worksheet

\_\_\_ Name, date, and other information is in the correct location

\_\_\_ Double spaced

\_\_\_ title is properly capitalized and centered

\_\_\_ three Transitional words are used \_\_\_\_\_  
\_\_\_\_\_

\_\_\_ three strong verbs are used \_\_\_\_\_  
\_\_\_\_\_

\_\_\_ highlight the first word of each sentence – what do you notice? Do you have sentence variety?

\_\_\_ three quality adjectives are used: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_ Thesis statement

\_\_\_ Author and title are included in the first paragraph

\_\_\_ setting and character are included in the first paragraph

\_\_\_ examined for run-ons

\_\_\_ Each character trait is supported by three supporting details

\_\_\_ Each body paragraph has an introductory and concluding sentence

\_\_\_ Concluding paragraph tells how the story ends and restates the thesis

\_\_\_\_\_  
\_\_\_\_\_

What do I need to improve:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Rubric:

For Literary Analysis Paper

Organization:

Name, date, etc..	2	1	0
Title – capitalized and centered	2	1	0
Paragraphs indented	2	1	0
12 point font used	2		0

Introductory Paragraph:

Opening technique used	10	5	0
Author, book, setting noted	5	3	0
Thesis statement is clear and concise	10	5	0

Body Paragraphs:

Strong verbs present	5	3	0
Transitional words	5	3	0
Quality adjectives	5	3	0
First character trait identified	5	3	0
First character trait has 3 supporting details	10	5	0
Second character trait identified	5	3	0
Second character trait has 3 supporting details	10	5	0
Third character trait identified	5	3	0
Third character trait has 3 supporting details	10	5	0
Introductory sentences and concluding sentences	10	5	0

For each body paragraph

Sentence variety	10	5	0
------------------	----	---	---

Concluding Paragraph:

Restates the thesis 10 5 0

Gives the conclusion to the story 5 3 0

Entire Paper:

Clear and strong writing overall 15 10 0

Spelling and grammar errors -2 each (cap at 12)

\_\_\_\_/143

This work is due March 23

Do this on Tuesday:

In class we read the book, *My Rows and Piles of Coins* by T. Mollel, and we examined the main character, Saruni's character traits. We made a list of his traits and found evidence to back up his traits.

Today you will review your notes and write two body paragraphs for your literary essay

Do this on Thursday:

Write your third body paragraph and your intro paragraph. Share your paper on Google Docs with me and your revision buddy.

Do this on Friday:

Add your concluding paragraph and read you revision buddy's paper and provide feedback.

Bring a copy of your rough draft to class.

This work is due March 30

Do this on Tuesday:

Read over your notes from class and complete your final draft for the Saruni essay.

Do this on Thursday:

Print and read “The Snow Queen” by Hans Christian Andersen. You will want to pay careful attention to Gerda and how she exemplifies an ideal friend.

<http://andersen.sdu.dk/moocfiles/snowqueen.pdf>

Do this on Friday:

Finish reading “The Snow Queen” by Hans Christian Andersen. You will want to pay careful attention to how Gerda exemplifies an ideal friend.

Turn in your final paper for Saruni with a clean rubric and your copy of “The Snow Queen.”

This work due is April 13.

Do this on Tuesday:

**Composition:**

In class we discussed the relationship between Kai and Gerda in “The Snow Queen” . You should have a lot of notes on Gerda’s character. Your task for today is to examine the text and find evidence for one of her character traits that make her an ideal friend. We did one in class which you can use, but add more to it. You can use the space below, or you can type your notes or write them on a separate sheet of paper. BUT you will be required to turn this in so make sure it is neat and complete. Be sure to include the page number if you are using a quote, and you should have at least one quote per trait.

Trait	Evidence	Evidence	Evidence

Do this on Thursday:

Complete the information for the second trait. Remember you need to be specific. You also do not want to use the same example twice. Dig into the text and really explore how Hans Christian Andersen created an ideal friend in his delightful story.



<b>Trait</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>

Do this on Friday:  
Complete the third trait. Remember you are going to turn this.

<b>Trait</b>	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>

Turn in your trait and evidence tracker.

This work is due April 20

Do this on Tuesday:

In class we critically examined your evidence. Be honest with yourself to make sure you have evidence that really supports your claim. We also wrote a thesis.

Write your thesis here:

---

---

---

Remember the verbs we wrote on the board? personifies, exemplifies, demonstrates, illustrates, appears, manifests.... add more words to the list so you can avoid using the word "shows" too much.

---

---

---

Now look at your traits. Strong writers use a variety of words when they write so today you want to make a list of words that you can use in your essay. List your three traits and then go to a thesaurus and look up words that you can use instead. Use caution! If you do not know the word, do not use it. You still want your paper to have your voice.

trait: \_\_\_\_\_

synonyms: \_\_\_\_\_

---

---

trait: \_\_\_\_\_

synonyms: \_\_\_\_\_

---

---

trait: \_\_\_\_\_

synonyms: \_\_\_\_\_

	4	3	2	1
<b>The sis</b>	<ul style="list-style-type: none"> <li>My thesis is a thoughtful and clear argument, which makes a unique claim about the novel.</li> <li>Acknowledges a counterclaim</li> </ul>	My thesis is a thoughtful argument that makes an interesting claim about the novel.	My thesis is an argument that may be unoriginal, or too simple.	My thesis is not an argument or it is not related to my novel.
<b>Str uct ure of Ess ay</b>	<ul style="list-style-type: none"> <li>My introduction clearly includes a short summary, my theories and my thesis.</li> <li>My body paragraphs each have a main idea/topic sentence</li> <li>My conclusion clearly summarizes my argument and makes a link/connection to other texts or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>My introduction mostly includes a short summary, my theories and my thesis.</li> <li>Most of my body paragraphs have a main idea/topic sentence.</li> <li>My conclusion summarizes my argument and tries to make a link/connection to other texts or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>My introduction may include a short summary, my theories and my thesis, but not all of them.</li> <li>Some body paragraphs have a main idea/topic sentence.</li> <li>My conclusion almost summarizes my argument, though it fails to make a connection or there are "loose ends."</li> </ul>	<ul style="list-style-type: none"> <li>My introduction may not include a short summary, my theories and my thesis.</li> <li>Few or none of my body paragraphs have a main idea/topic sentence.</li> <li>My conclusion does not summarize my argument or brings up new ideas without explanation.</li> </ul>
<b>Evid enc e</b>	<ul style="list-style-type: none"> <li>Each paragraph clearly supports my thesis.</li> <li>My body paragraphs each have 3 or more relevant examples/quotes to support my argument and an analysis/interpretation of how they support it.</li> </ul>	<ul style="list-style-type: none"> <li>Each paragraph seems to support my thesis.</li> <li>Most of my body paragraphs include 2 relevant examples/quotes to support my argument and an explanation of how they support it.</li> </ul>	<ul style="list-style-type: none"> <li>Each paragraph may support my thesis, though not clearly.</li> <li>My body paragraphs include fewer than 2 examples or quotes to support my argument or they do not explain how the evidence supports it.</li> </ul>	<ul style="list-style-type: none"> <li>My paragraphs do not support my thesis.</li> <li>My body paragraphs do not clearly include evidence or the evidence is not relevant to the thesis.</li> </ul>
<b>Over all Coh esion &amp; Thou ghtfu lness</b>	<ul style="list-style-type: none"> <li>Overall, my essay clearly communicates my thinking about the text and why the issues raised are important.</li> <li>My essay shows insight into why those examples chosen are significant.</li> <li>My whole essay flows smoothly with transitions between thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>Overall, my essay communicates my thinking about the text and why the issues raised are important.</li> <li>My essay shows why those examples chosen are significant.</li> <li>My essay flows well with transitions between paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>My essay attempts to communicate my thinking about the text but fails to address why the issues raised are important.</li> <li>My essay attempts to show why those examples chosen are significant.</li> <li>My essay is choppy. The sections feel separate and do not flow well.</li> </ul>	<ul style="list-style-type: none"> <li>My essay does not demonstrate my thinking about issues in the text.</li> <li>My examples are mainly re-tellings of parts of the story. My essay is choppy. The sections feel separate and do not flow.</li> </ul>

<b>Gram mar and Editin g</b>	<ul style="list-style-type: none"> <li>My final draft had less than 3 errors in spelling, grammar, or punctuation.</li> <li>I kept my tense consistent throughout the essay.</li> <li>Used MLA citation format for quotes.</li> </ul>	<ul style="list-style-type: none"> <li>My final draft had between 3 to 6 errors in spelling, grammar, or punctuation.</li> <li>I kept my tense mostly consistent throughout the essay.</li> <li>Used some aspect of MLA citation for quotes.</li> </ul>	<ul style="list-style-type: none"> <li>My final draft had more than 6 errors in spelling, grammar, or punctuation.</li> <li>I had some errors in tense consistency.</li> <li>Used one aspect of MLA citations for quotes.</li> </ul>	<ul style="list-style-type: none"> <li>My final draft had many more than 6 errors in spelling, grammar, or punctuation.</li> <li>I had many errors in tense consistency.</li> <li>Didn't use MLA citation for quotes.</li> </ul>
--	---	---	--	--

---

---

Do this on Thursday and Friday:

In class we also wrote a sample outline. Hopefully you have that in your notes. If not, send me an email. Use the sample outline to write your outline with your ideas, in other words, do not write “hook” but write what you are thinking you will use for your hook.

Read over the outline. Think about it. Is there anything missing. Do you have a solid grasp on this topic.

Read over the transitional words from our paper on Saruni. You will want to use them again.

Turn in your outline in class.

This work is due on April 27:

This week you are going to write your rough draft. Pay careful attention to the required format. Remember to I.C.E. as you introduce your evidence in your essay. Use transitions. Send me a copy.

This work is due on May 4

You will complete your final draft this week. Be sure to participate in the revision and editing process with your classmates. Send a copy to me.

This work is due on May 11

Do this on Tuesday:

As we talked about in class, this is a fun writing assignment, you are going to act like a reporter and read interviews from eye-witness and then write a newspaper report based on the facts. Today you are going to read the interviews, make a timeline, and write down the relevant facts.

Do this on Thursday:

Write your newspaper article. Remember to focus on **Who, What, When, Where,** and **Why**. It should be 350 - 500 words long. Share it with your revision buddy on Google Docs. Make sure you read your buddy's article and provide feedback as well. You do not need to send it to me. I want to see what you can do on your own for this short assignment.

Do this on Friday:

Write your final draft.

**Turn in your final draft.**

Interview 1: Saturday, April 21, 7:00pm, with Nick Ammons

Q: So you're the kid who took this amazing cell phone video? What's your name kid, and how

old are you?

A: My name is Nick Ammons. I'm 12.

Q: Where were you and what were you doing when you first saw the zebra?

A: I was washing dishes at my parents' restaurant, 7<sup>th</sup> Street Diner, – I help out there after school – when I looked out the back window above the sink and thought I saw a zebra casually walk through the parking lot. I thought, there's no way I just saw a zebra!

Q: So then what'd you do?

A: Well I ran out the back door. At first, I didn't see anything. I thought I must have imagined it. But the next thing I know, here comes the zebra, trotting along back the other way.

Q: Were you scared?

A: No way, I wasn't scared. I just thought, man, my friends are never gonna believe this! So that's when I decided I'd better have proof. I pulled my cell phone out of my pocket and started recording. I followed him about a half a mile down the road until I eventually lost him. Q: What was the zebra doing? Just running?

A: Well, no. Running, walking, running again. He seemed to be getting tired. Every now and then, he'd stop and look around, sometimes he'd turn a different way and keep on going. Anyway, I couldn't wait to get to my friend Jeremy's house to show him. He said I should put it on You Tube, so we did. A few hours later, the 6'oclock news called wanting an interview. So I went. Then you guys called. And here I am.

Interview 2: Saturday, April 21, 8:15pm, with George Dowling

Q: How did the zebra escape from your yard?

A: I just came out to feed ZigZag. I thought I latched the gate, but when I bent over to pour the food, I heard the gate bang open and out he ran. Stupid zebra. More



trouble than he's worth. Q: Did you know, sir, that it's illegal in the state of Florida to keep a zebra as a pet?

A: No. Wait. What? ZigZag isn't a pet. I mean he isn't my pet. Wait a minute. What are you guys doing here anyway? Did you call the Tallahassee Police Department about this?

Q: No, sir. How long have you kept ZigZag confined in this small pen in your backyard?

A: No more questions! Get the heck off my property! Get off! This is private property!

Interview 3: Saturday, April 21, 8:50pm, with Jessica Tradewell

Q: How are you feeling, miss?

A: I'm OK. Kinda shaken up, ya know? It was scary. I'm better now that I know the zebra is OK. Q: What sort of condition is your car in?

A: Oh, that old Mazda 626? It's definitely totaled. Not even drivable. It was old anyway. I'm just really glad the zebra is OK.

Q: Can you tell us what happened?

A: I don't even know, really. I was driving down 13<sup>th</sup> Street. I wasn't distracted or anything. I was paying attention to where I was going because I was looking for a certain address. The next thing I knew, I saw the zebra in front of my car and heard the awful THUMP sound. I guess I put my brakes on, but I don't remember. I must have because my car was stopped. I got out and looked at the zebra.

Q: What kind of condition was the zebra in?

A: Well I couldn't tell. I was kind of surprised there was no blood. So that's why I thought he might be OK. But he was still laying on the ground. And then I noticed that his leg was kind of twitching. So I called 911 on my cell phone. When I told the 911 operator that I had just hit a zebra with my car on 13<sup>th</sup> Street, she laughed at me. Can you believe that? She laughed!

Q: I'm sorry miss. That's terrible.

Interview 4: Sunday, April 22, 9:30am, Dr. Mark Hardt Q: Thank you for speaking with us Dr. Hardt.

A: My pleasure. I suppose you're here about the zebra?

Q: Yes, sir. What can you tell us about his condition?

A: Well, he's had a rough night, but he's stable. Finally sleeping well. When we got him in yesterday afternoon, I'll admit I was a little surprised. I haven't ever treated a zebra before. I mean, there aren't any zoos around Tallahassee, and I...

Q: What were the zebras injuries?

A: The zebra, err, ZigZag, has some internal bruising and a broken hind leg, but other than that he's lucky. He'll heal just fine in a few weeks.

Q: We've got many viewers that will be pleased to hear that, as will the lady that hit him.

A: Poor gal. Fortunately, she wasn't going very fast. This could have been a lot worse.

Q: Has the owner been by to see him? Will he be going back home with Mr. George Dowling?

A: I don't think so. From what I understand, the Tallahassee Police Department is handling that. I believe they've made arrangements to transport him to the Central Florida Zoo in Stanford. They've got veterinarians that are more qualified to treat ZigZag than I am. I'm mostly a dog and cat kinda guy...

Q: Will he be living at the zoo permanently then?

A: From what I understand. I think so. Not sure.

Q: Thank you for your time, Mr. Hardt.