

# INTEGRATED ESSAY BREAKDOWN

The following organizer has been provided to assist you in keeping your information for the essay together prior to your rough draft. Please submit this when you ask for feedback so we can do so in an organized and timely fashion.

## TASK

Using quotes from *Things Fall Apart* and from the three historical sources provided to you in Social Studies, you will need to argue what it is that Chinua Achebe is trying to say in his fictional text about the reality/historical truth of European involvement in Africa by answering the following prompt:

## PROMPT

How does Achebe demonstrate, through the action OR speech characterization of three characters other than Okonkwo in *Things Fall Apart*, the impact of European involvement on the African continent and its people?

## EVIDENCE

Answering the above prompt may seem a bit daunting, but we can break it down into three parts to make it a little bit more manageable! These three parts will each have their own body paragraph and “question” you’ll need to “answer” by finding a quote from TFA that relates to the question and paraphrasing evidence (your future WHY analysis) from the listed source to defend the accuracy of what happens in TFA. Also, remember: for each quote you choose in TFA, you have to pick either speech OR action characterization (you can’t mix-and-match). Furthermore, each quote has to come from the listed Part and a different character (so three different characters in total!).

[Using the template in this link](#), you need to answer the following questions using the following sources:

**Body Paragraph #1:** “How does Achebe demonstrate the rich and/or developed culture of Africa prior to European involvement?” (TFA Part I: CH. 1-13; [“Mali Empire of Medieval West Africa”](#) for P. 1/2 & 6; Igbo Culture Project Article for P. 5 & 7 [choose one source](#))

**Body Paragraph #2:** “How does Achebe demonstrate the disrespect and/or lack of understanding the Europeans have of Africans?” (TFA Part II: CH. 14-19; [“White Man’s Burden”](#))

**Body Paragraph #3:** “How does Achebe demonstrate the ultimate, negative effect of European involvement in Africa?” (TFA Part III: CH. 20-25; [“The Weaver Bird”](#))

When requesting feedback prior to submission, submit questions about TFA to Mr. Doran and questions about paraphrased evidence to Mr. Ruether or Mr. Ulland. The quotes and paraphrased evidence sections are due to Mr. Doran’s TII on 05/08 by 1455. The evidence portion will be worth **10 points in the Process category**.

## THESIS STATEMENT

Once you have received feedback on your evidence portion, you should begin composing a thesis statement that answers the prompt on the first page.

[This link will take you to a GoogleForm](#) that you will use to submit your thesis statement. The form will remind you of this, but much like your HoMS Outline, you will only receive a limited number of checks for feedback. Specifically, you will have only two chances as submission. This is for two reasons: a) feedback takes time and each person should get an equal amount of it and b) we can’t write the paper for you. Furthermore, feedback on thesis statements will only be given via this form (i.e. individuals who email their thesis and don’t use this form will be replied to with a “Use the form”).

At least one submission of your thesis statement is due on 05/13 by 1455. The thesis statement portion will be

worth **10 points in the Process category**.

## **BODY THESIS STATEMENT**

Once you have received feedback on your thesis statement, you are ready to begin composing body thesis statements (BTS) for each of your paragraphs. You will use the slides posted on Mr. Doran's website as well as the table in this link to compose your BTSs. This table is due to Mr. Doran's TII on 05/20 by 1455. The BTS portion will be worth **10 points in the Process category**.

## **OUTLINE**

After you have received feedback on your BTS portion, begin working on your outline. Make a copy of this [pre-formatted outline](#) and fill in your work (thesis, BTS, evidence, and WHY [paraphrased evidence]). Then, begin your HOW analysis of the quotes you chose. This outline is not due, but if you would like feedback on it, please submit it to Mr. Doran's TII on 05/24 by 2159.

## **FINAL DRAFT**

The final draft of your paper is due to Mr. Doran's TII on 05/31 by 2159. This means you'll have a full week to seek feedback if you wish for it. When determining who to get feedback from, use the following table (letters in parentheses denote class or first three characters of last name):

<b>WHO AM I?</b>	<b>WHO TO EMAIL</b>
Period 1/2 (A)	Doran
Period 1/2 (B)	Ruether
Period 5 (BIE-MAT)	Doran
Period 5 (MIL-ZEN)	Ulland
Period 6 (ARN-MAR)	Doran
Period 6 (MUL-WAD)	Ruether
Period 7 (ARU-MIL)	Doran
Period 7 (PUG-YAN)	Ulland

When emailing your teacher, please specify what you would like feedback on. Asking your HOW analysis matches the quote or explains it well, if you used your TFA vocab words correctly, or if your formatting looks alright are excellent questions (note: keep in mind that you cannot ask about your thesis statement if you have already submitted two checks). On the other hand, sending an email with "Is this good?" or "What would my grade be?" are not (and will not be answered).

Please do only email your corresponding teacher as they will be the one who ultimately grades your paper (and thus whose suggestion is best followed if you wish to get the best grade possible). That said, if you have a specific question about TFA or about the historical sources, please send those questions to the appropriate teacher!

If you are feeling overwhelmed, confused, or unsure of what to do, emailing one of us early on is your best way of getting help. Do not wait until everything is due to ask us questions (as there will be little we can assist you with at that point). Writing is a process, and we hope that the above process will be helpful in improving your

writing ability.