

## Essence of Key Passage

- a Key Passage does more than one thing
- usually passage is found near end of book
- 1<sup>st</sup> Quote in each body paragraph **MUST** come from the passage
- to select quote – you can choose quotes all from the passage or branch out to other parts of the novel
- include a copy of the passage
- word count at end of essay

The Essay **MUST** include the following **IN THIS ORDER**:

### **Intro paragraph:**

- Start with General idea that leads into the idea of the novel
- Must use Author and Title before discussing novel or characters
- 3 – 5 (or less) sentence synopsis of novel
- 1 sentence synopsis or context of the passage
- LAST SENTENCE is THESIS – has 2 ideas (using the correct terms)
  - separate the thesis into 2 sentences to create the topic sentences for the body paragraphs
  - keep the topic sentences SIMPLE and to the point

### **Body Paragraph #1 and Body Paragraph #2** (follows same format):

- Topic Sentence (body paragraph #2 topic sentence starts with a Transition Word)
- Always start with QUOTE FROM PASSAGE
- Do **NOT** repeat quotes from one paragraph to another
- Make sure you have 3 points (general/generic statements about the topic that relates to the quote you will be using to support your topic)
  - 3 quotes
  - 3 explanations
  - each new Point must be introduced by a Transition Word
- Last sentence of paragraph reinforce or emphasizes the importance of passage

### **Conclusion:**

- restates/varies thesis – using the correct terms
- end with an overall statement of importance of passage and how it conveyed the moral lessons or important ideas in the novel

## Guidelines for Key Passages

- If passages are not given or assigned, photocopy the passage and highlight the specific lines to which you are referring or using.

- A **KEY PASSAGE** must be significant to the work as a whole.

It does **one or more** of the following:

- further develops themes and/or motifs
- gives insight into the characterization
- makes use of imagery that is found in the work
- character has an epiphany (“ah-ha”), character understands self
- indicates a shift in plot of how the piece is going
- unlocks reader’s understanding as whole
- moves the plot along

- When writing multi-paragraph essay about a Key Passage, you must relate the passage to the work as a whole.

- Begin with an introductory paragraph that ends with a **THESIS STATEMENT** that defends how this passage ties the book together or ties into the book.
  - \* (See the points above) and/or (the rhetorical and stylistic devices and techniques – listed below)
  - Example: .... develops the theme of \_\_\_\_\_, carries the plot along, and unlocks the reader’s understanding of \_\_\_\_\_.
  - Example: ... adds to the mood, tone and imagery of the novel.
- In the next body paragraphs, discuss one of each of the ideas presented in the thesis.
  - \*Use the proper 3 part quote integration (introduce w/ 1) context sentence, 2) quote, 3) analysis)
  - \*Using quotes to support the points you made.
  - \*In each body paragraph, relate its significance to the other parts of the work.
- Conclusion
  - \*Use a variation of the thesis, but include all three points mentions in the same order as thesis.
  - \*Clarify in more detail than in the introductory paragraph as proof of support for what you said in your thesis (that what you said is true, not just your opinion).

Rhetorical and stylistic devices and techniques include:

1. tone
2. attitude
3. diction
4. language
5. figurative language
6. figure of speech
7. detail
8. imagery
9. point of view
10. organization
11. structure
12. irony
13. sentence structure
14. syntax
15. phrasing

Theses words are arranged in a specific order to help you learn the concepts. The first letter of each word or phrase is used to create the following sentence:

Toiling alone during lunch, Fred frantically developed indoor plants, ones sitting in slippery, sharp pots.

## **Step by Step Process to Get Organized and Start Writing Key Passage Essay FRAMEWORK**

Have all the necessary “help aid” papers in front of you, so that you can refer to them when needed

- OREO
- “a thru f” paper
- Key Passage instructions
- Blue peer √ list
- Sr. sample essay
- TKM partner essay worksheet

\*\*\* Find the KEY PASSAGE (50 to 150 words max)

- make a copy of the passage

1. Select the theme \_\_\_\_\_ and one other “a-f” term \_\_\_\_\_  
Remember a KEY PASSAGE does more than one thing. That’s why it is “key”.
2. Come up with a General/Universal idea  
Then write it into a sentence
3. Create the INTRODUCTORY PARAGRAPH
  - Start with the General statement and connect that idea to the book
  - Write 2-3 sentence synopsis
4. Create your thesis sentence – includes the “a-f” terms
  - This becomes the last sentence of your Introductory Paragraph
  - DO NOT USE THE PAGE #S WITHIN THIS PARAGRAPH or the PAPER
5. Now write the two topic sentences for your body paragraphs
6. Find Quotes that support the idea
7. Quotes
  - one must be from the passage
  - 2 more – from the beginning and middle
  - IMPORTANT- quotes must apply to the topic – must explain how quote relates to topic
8. Write 2 body paragraphs
  - Use OREO
  - Use Transition Words
  - Each paragraph ends with a statement of important of passage
9. Write conclusion
  - revise/vary thesis
  - rephrase and reinforce the general idea and important of passage

Due Dates:

# 1-7 (handwritten is fine)

In class we will write body paragraphs

First Draft – typed MLA

In class we will peer read essay

Final revised copy due (type the word count at the end of essay – after last paragraph)

## Key Passage Instructions:

1. Write introductory paragraph - include
  - 3-5 sentence synopsis of novel include title (underline or italics) and author
  - context of key passage
  - thesis – include “*terms*” (2 from “a” to “f”)
2. Body Paragraph #1
  - Topic Sentence – include the “term”
  - Use 3 part Quote Integration - **OREO**
    - 1. introduce the quote (who is speaking to whom & what is happening)
    - 2. “quote” (451). [Note the placement of quotation marks and period]
    - 3. explanation – 2 to 3 sentences
  - Use at least 3 quotes
  - link/transition quote so there is a connection between the quotes
  - put quotes in some sort of logical order
3. Body Paragraph #2
  - Topic Sentence – include the “term”
  - Use 3 part Quote Integration - **OREO**
    - 1. introduce the quote (who is speaking to whom & what is happening)
    - 2. “quote” (451). [Note the placement of quotation marks and period]
    - 3. explanation – 2 to 3 sentences
  - Use at least 3 quotes
  - link/transition quote so there is a connection between the quotes
  - put quotes in some sort of logical order
4. Conclusion
  - revise/vary thesis
  - develop

\* Give a **word count** at the end of your essay

## **Transition Words**

Accordingly

Besides

Consequently

Furthermore

However

Instead

Indeed

Moreover

Meanwhile

Nevertheless

Otherwise

Therefore

As a result

For example

For instance

In other words

In fact

Also

That it

On the other hand

Since

Use the following format for your **Key Passage Worksheet**

**Introductory Paragraph:**

(type the paragraph here)

**Body Paragraph #1:**

**Topic Sentence:** (type the topic sentence here)

**Explanation:** (in 2-3 sentences write how this passage is an example of the topic for this paragraph)

**Quote (from passage):** “ otanfejkahwotasl” (123). (no explanation)

**Quote #2:** “lanjlktnkerajkgbak” (279). (no explanation)

**Quote #3:** “lkasnedlkngte wb” (62). (no explanation)

**Body Paragraph #2:**

**Topic Sentence:** (type the topic sentence here)

**Explanation:** (in 2-3 sentences write how this passage is an example of the topic for this paragraph)

**Quote (from passage):** “ otanfejkahwotasl” (123). (no explanation)

**Quote #2:** “lanjlktnkerajkgbak” (98). (no explanation)

**Quote #3:** “lkasnedlkngte wb” (213). (no explanation)

1. Select **one** of the key passages presented. (30 to 40 lines)
2. Briefly put the passage into context.  
Without being obvious, explain who is speaking to whom at what point in the story.
3. Justify that the passage as **KEY**, using **at least one** of the following: (usually 2 or 3)
  - a. develops theme and/or motifs
  - b. gives insight into characterization
  - c. makes use of imagery found in the work
  - d. character has an epiphany (ah-ha), character understands self
  - e. indicates a shift in plot on how piece is going; moves the plot along
  - f. unlocks readers understanding of novel as a whole
4. Create a thesis statement that incorporates two or three of the above (use the same terms as in “a-f”).
5. Write topic sentence for each body paragraph that would follow (use the same terms as in “a-f”).
6. In sentence form, what proof would you put into each body paragraph. List the ideas of explanation or clarification. Include other places in the novel where this same idea occurs.

Now create a typed worksheet, to be used as an outline of sorts as a guide to write the essay.

You will present it to the class (you will be teaching the class about your key passage).

Type it in MLA format, using the following **bolded** words and put the document on your student folder.

**Introductory Paragraph** includes:

- 1<sup>st</sup> sentence needs to introduce the topic/idea which leads to the novel
- General statement (refers to the idea you will be discussing)
- title of novel and author
- synopsis of book to this point (2 to 3 sentences)
- Thesis (include 2 items [a – f ideas from above] – use the actual terms above)

**Passage:** 1. Include the passage (p#).

**Context:** 2. Write a sentence that puts the passage into context.

**Thesis Sentence:** 3. Write a thesis sentence that includes at least two of the above “a – f” ideas.

(Use the same terminology as listed above)

**Body Paragraph #1 – Topic Sentence** 4. Write a topic sentence of the first idea, using the same terms.

**Details of support for body paragraph #1**

- Explanation of how this passage is an example of “a – f” ideas
- Use the quote or parts of quote that apply (with pg #s included)
- Include other places in the novel where this same idea occurs, at least **two** other instances.
  - Δ 2<sup>nd</sup> spot in novel where this idea appears with supporting quote & pg #s
    - explanation
  - Δ 3<sup>rd</sup> spot in novel where this idea appears with supporting quote & pg #s
    - explanation

**Body Paragraph #2 – Topic Sentence** 5. Write a topic sentence of the first idea, using the same terms.

**Details of support for body paragraph #2**

- Explanation of how this passage is an example of “a – f” ideas
- Use the quote or parts of quote that apply
- Include places in the novel where this same idea occurs, at least **two** other instances.
  - Δ 2<sup>nd</sup> spot in novel where this idea appears with supporting quote & pg #s
    - explanation
  - Δ 3<sup>rd</sup> spot in novel where this idea appears with supporting quote & pg #s
    - explanation

## Key Passage example Introductory Paragraph TKM

Throughout the novel *To Kill A Mockingbird* by Harper Lee, the theme of understanding is developed by the key passage on pages 182-183. In the courtroom scene, Atticus displays his ability to understand others when he cross-examines Mayella. This passage provides insight into characters and assist in developing the theme of understanding.

1. For IB, you will be required to copy the quote (or photocopy it) on to a separate piece of paper. So the quote is not incorporated in its entirety in your paper.
2. Save the quote (parts of it) for the body paragraphs
3. Replace the quote with a description of the scene as a way of referring to the quote in the intro paragraph.



Author \_\_\_\_\_

Peer Reader \_\_\_\_\_

**Peer Read Check-Off List for Key Passage:**

\_\_\_ All aspects of MLA format are correct, including last name and page # on upper right corner of each page

\_\_\_ Creative Title (highlight it in the essay)

Introductory paragraph includes:

\_\_\_ General Statement of what essay is about (theme, etc.)

\_\_\_ (How many sentences?) synopsis of novel, which includes:

\_\_\_ title (underlined or *italics*)

\_\_\_ author

\_\_\_ Synopsis is followed by context of key passage

(sentences that describe the who, whom, what of passage)

\_\_\_ Last sentence is Thesis which include:

\_\_\_ 2 “terms” [Term “theme” “insight into character” “epiphany”, etc]

\_\_\_ 1 term **must** be ***THEME***

\_\_\_ the second term is from **“b” to “f”**

Body Paragraph #1

\_\_\_ Topic Sentence includes the “*term*” and the word “**PASSAGE**”

\_\_\_ Uses 3 part Quote Integration - **OREO**

- 1. introduce the quote (who is speaking to whom & what is happening)

- 2. “quote” (451). [Note the placement of quotation marks and period]

- 3. explanation – 2 to 3 sentences

\_\_\_ Uses at least 3 quotes

\_\_\_ Links/transitions quote so there is a connection between the quotes

\_\_\_ Quotes are in some sort of logical order

\_\_\_ Quote is punctuated properly. (see above)

\_\_\_ Actually develops/supports/explains the Topic Sentence

\_\_\_ Last sentence emphasizes that the passage is “**KEY**” without being *obvious*

Body Paragraph #2

\_\_\_ Topic Sentence includes the “*term*” and the word “**PASSAGE**”

\_\_\_ Uses 3 part Quote Integration - **OREO**

- 1. introduce the quote (who is speaking to whom & what is happening)

- 2. “quote” (451). [Note the placement of quotation marks and period]

- 3. explanation – 2 to 3 sentences

\_\_\_ Uses at least 3 quotes

\_\_\_ Links/transitions quote so there is a connection between the quotes

\_\_\_ Quotes are in some sort of logical order

\_\_\_ Quote is punctuated properly. (see above)

\_\_\_ Actually develops/supports/explains the Topic Sentence

\_\_\_ Last sentence emphasizes that the passage is “**KEY**” without being *obvious*

Concluding Paragraph:

\_\_\_ Revises/varies thesis

\_\_\_ Mentions the Main points (the 2 terms) in the same order

\_\_\_ Gives more detail than the intro paragraph to support Thesis

**Word Count** given at the end of essay

Comments: Write at least 1 positive comment about what you’ve read.

## Key Passage Worksheet – Peer Review – Check List

Use the following as a check list to find the essential elements in a Key Passage.

### **Introductory Paragraph:**

- title of novel
- author
- context of passage
- thesis statement (last sentence of paragraph) includes:
  - one of the “a-f” points
  - another of the “a-f” points
  - uses the same terms as listed in “a-f”

### **Body Paragraph #1:**

#### **Topic Sentence:**

- 1<sup>st</sup> sentence of paragraph
- uses “a-f” term.

#### **Explanation:**

- 2-3 sentences of how this passage is an example of the topic for this paragraph

#### **Quote (from passage):**

- quote is punctuated correctly
- no explanation needed

#### **Quote #2 :**

- quote is punctuated correctly
- no explanation needed

#### **Quote #3:**

- quote is punctuated correctly
- no explanation needed

### **Body Paragraph #2:**

#### **Topic Sentence:**

- 1<sup>st</sup> sentence of paragraph
- uses “a-f” term.

#### **Explanation:**

- 2-3 sentences of how this passage is an example of the topic for this paragraph

#### **Quote (from passage):**

- quote is punctuated correctly
- no explanation needed

#### **Quote #2 :**

- quote is punctuated correctly
- no explanation needed

#### **Quote #3:**

- quote is punctuated correctly
- no explanation needed

## Pillars of Snow

It is undeniable that racism has left a substantial impact on the history of the United States as well as on many countries' attempts to provide civil liberties for their citizens; in the aftermath of World War II, for example, prejudice towards the Japanese was still evident in the United States despite the fact that combat against Japan had ceased. David Guterson's *Snow Falling on Cedars* chronicles the trial of Kabuo Miyamoto, a Japanese-American fisherman and former U.S. World War II soldier, who was accused of murdering Carl Heine, a fellow fisherman. Concurrently the novel encompasses the story of Ishmael Chambers, a newspaper columnist who struggles with his memories as a World War II veteran (particularly those involving the loss of an arm to Japanese soldiers and a past affair with Miyamoto's wife). Following his investigation into a storm that could have killed Carl Heine, Ishmael engages in a conversation with his mother that proves to be an event that influences the rest of the novel.

This passage involving Ishmael's conversation provides fundamental information regarding the characterization of Ishmael, his mother, and Kabuo Miyamoto. Although Ishmael discovers information that may prove Miyamoto's innocence, he decides to inform his mother that Miyamoto will probably be convicted of the crime. Ishmael claims, "They could have used his face for one of their propaganda films—he's that inscrutable" (260). By deciding to portray Miyamoto in a pessimistic fashion, Ishmael is merely making the same conclusion that the prosecution has made; Ishmael is unsure of himself and refrains from mentioning the storm (which is a less certain possibility). Ishmael's mother possesses a more optimistic view of life. She questions whether "we can depend on fact by themselves" and states that "facts are so cold" (260). Rather than identifying with complete practicality and indisputable facts, she realizes that a man's future is at stake; having suffered the loss of her own husband already, Ishmael's mother does not believe that is worthwhile to disregard another life. In actuality, Kabuo's hard-working attitude and loyalty to America has been disregarded by Ishmael and many other characters. Ishmael's mother recalls that "like...Ishmael, he served in the war...he risked his life for his country" (260). Despite being an introverted individual, the mention of Kabuo's loyalty during the war cast substantial doubt on his guilt later in the novel. Without this passage, the characterization of Ishmael, and his mother, and Miyamoto would not have been established concretely.

Furthermore, the passage also deals with recurring themes throughout the novel. Prejudice towards one's fellow neighbors is demonstrated as Ishmael recalls his colonel's words during the war. The colonel stated that "the enemy, you see, has no respect for life, his own or anyone else's. He doesn't play by the rules...it's characteristic of the Jap to be shy and treacherous" (260). The word "Jap"—also repeated on numerous occasions during the novel—suggests the derogatory attitude towards the Japanese. These descriptions of the Japanese are the culmination of the prejudice in the novel; whereas other instances merely state that Japanese are murderers trained in Kendo or silent conspirators, every other positive aspect of these descriptions are meant to imply that people such as Miyamoto are capable of being traitors. Another theme that this passage embodies is man's struggle to survive in uncertain circumstances. In response to his mother's doubt as to whether facts are dependable, Ishmael makes a statement that demonstrates uncertainty. His statement includes the phrases "everything else is ambiguous ... everything else is emotions and hunches. At least the facts you can cling to; the emotions just float away" (260-261). Given the fact that Miyamoto's wife rejects Ishmael's marriage proposal and how Ishmael has been unable to reconcile with the past, the last thing that Ishmael could want is additional insecurity and uncertainty; for the sake of survival in this world, people like Ishmael seek definite and secure circumstances. The two themes of prejudice and uncertainty are intertwined in this passage in a manner unlike any other in the novel.

By combining character development with thematic reinforcement, the conversation between Ishmael and his mother becomes a key passage that represents and connects to the rest of the novel. Without it, *Snow Falling on Cedars* may not have been as effective in its attempts to portray a post World War II American society wrought with prejudice.