**Good Counsel College**

**Religious Education**

**Analytical Essay Planner**

**Good and Evil**

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| Name: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Grade: | 9 |
| Teacher: | TURT o LUXA o HOWP o |
| Subject: | Religion |
| Topic: | Good and Evil |
| Instrument: | Analytical essay |

**Date Reminder**

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| **Date** | **Tasks to be completed** |
| Week 4  2021 | * Distribution of task |
| Week 5  2021 | * Essay Outline Completed |
| Week 7 31/5  2021 | * **DRAFT DUE** |
| Week 8  2021 | * Evidence of Editing |
| Week 8 8/8  2021 | * **FINAL DUE** |

**MEGAMIND MIND MAP**

**WORDS/PHRASES/SENTENCES**

**CONCEPTS**

**Identify** and **analyse** how Megamind used his free will to perform acts of evil.

**Identify** and **analyse** how Megamind changed his ways and used his free will to perform acts of good.

**Evaluate** Megamind’s actions in terms of the following quote:

“Free will has been God’s greatest and most risky gift to humanity.”

Megamind asks for forgiveness at the end of the film. **Explain** why it is essential for Christians to forgive and to seek forgiveness (give **examples** of how Christians seek forgiveness).

**DEFINITIONS**

**Locating, organising, analysing and evaluating sources**

Record your sources in the following table, which you will use to help you write your Reference List.

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| --- | --- | --- | --- |
| **Date** | **Resources**  **(Name and origin)** | **Was it a reliable source?**  **Why/why not?** | **Why was this source useful?**  **Which question does this source help you to answer?** |
|  | **1.** |  |  |
|  | **2.** |  |  |
|  | **3.** |  |  |
|  | **4.** |  |  |

**Preparing a Reference List**

Prepare a **Reference List** of your reference sources to submit with your Essay. Use the following tables as a guide.

**PRINT SOURCES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of author/s | Year of publication | Name of text | Place of publication | Publisher |
| Triolo, R | 1996 | *The Australian Experience* | Melbourne | Cambridge University |
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**WEB-BASED SOURCES**

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| Author | Year | Name of webpage | Retrieved from |
| Australian College of Nurse Practitioners | 2013 | About nurse practitioners | [www.acnp.org.au/index.cfm/about-nurse-practitioners](http://www.acnp.org.au/index.cfm/about-nurse-practitioners) |
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# **Essay Writing Checklist**

## Introduction

* The first sentence is the hook and is designed to grab the reader’s attention
* Transition from the hook to the thesis statement
* Give the full title(s) of the work(s) you are exploring as well as the complete name(s) of the author(s)
* The thesis statement is the ***last*** sentence in the introduction paragraph
* The thesis statement clearly and directly responds to the writing prompt or assignment (the words in the prompt may be used to formulate the thesis statement)
* The introduction is at least 4 – 6 sentences

## Body Paragraphs

* The topic sentence is the ***first*** sentence of each body paragraph
* The topic sentences are an extension of the thesis statement—each topic sentence clearly proves and supports the thesis statement and responds to the prompt or writing assignment
* Topic sentences do not summarize plot or make general comments
* Body paragraphs are developed with ***at least two*** supporting passages/quotes from the MOVIE **(For this particular assignment: only one quote per body paragraph)**
* Provide reader with the ***context*** for each supporting quote: ***speaker + occasion***
* Follow each quote with ***at least two*** sentences of analysis that explain how the quote supports and proves the topic sentence and therefore the thesis statement
* The last sentence of each body paragraph is a concluding sentence that summarizes the paragraph and/or transitions to the next paragraph

## Conclusion

* Restates the thesis statement (in a different way)
* Summarizes the main ideas without being repetitive
* May possibly revisit the hook or provide an appropriate quotation
* Expands on the ideas in the essay, leaving the reader thinking and pondering
* The conclusion is at least 4 – 6 sentences
* Never write “In conclusion…”

## Other Important Aspects

* Use formal writing style, tone, and language
* Avoid slang, poor diction, non-specific language, and contractions
* Avoid addressing the reader and the use of first-person
* Avoid asking rhetorical questions
* Be mindful and aware of APA format in citing your sources in the text
* Pay attention to spelling, punctuation and grammar
* Always proofread and self-edit your work
* Give your essay a creative, thoughtful and interesting title

### Topic Sentence Checklist

An effective topic sentence:

* Proves and supports a thesis statement
* Tells the reader the focus of the paragraph
* States a claim, idea, or assertion—the author’s expert opinion about the literature
* Like the thesis statement, addresses ***how/why questions***
* Is ***very clear*** and ***very specific***
* Avoids 1st person point of view
* Avoids plot summary
* Avoids abstract ideas and language
* Avoids passive voice

### Using Supporting Details Checklist

Consider the following when using supporting quotes and passages in your writing:

* Lead into or set up your quote/passage with ***speaker*** (character/narrator) and ***occasion*** (context, or what’s happening in the plot
* Follow up a quote with ***at least two*** sentences of commentary and analysis before moving on to the next supporting detail
* Avoid excessive plot summary
* Be sure the quote is relevant to your topic sentence and thesis—does your quote help prove your point?
* Avoid letting the quote speak for itself—avoid “dropping” the quote

### Anatomy of a Paragraph & Paragraph Checklist

Consider the following model of a typical literary analysis paragraph:

##### Topic Sentence \*

##### Supporting

Detail\*

##### Supporting

Detail\*

##### Supporting

Detail\*

Concluding Sentence

Each supporting detail is made up of:

1. Lead-in or set-up: **Speaker + Occasion**

2. Direct quote or passage

3. **At least two** sentences of following commentary/analysis

The Concluding Sentence:

* Wraps up and summarizes the paragraph
* Transitions to the next body paragraph
* Avoids the words “in conclusion” or “in summary”

Consider the following reminders when composing a literary analysis paragraph:

* Use the strongest argument, or supporting detail, last
* Be mindful of spelling, grammar, and punctuation
* Use present tense verbs when writing literary analysis
* Be mindful of proper APA format when citing a source
* Avoid poor diction and slang
* Avoid clichés, first-person point of view, and addressing the reader

**Analytical Essay Structure**

Introduction

Background information on topic [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Overall point of view of the topic [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Overview of the components to be discussed [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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You must include definitions of relevant terminology in this paragraph

[Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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**Paragraph 1** – Analysis of Megamind’s **evil** acts

Topic sentence outlining the first component [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Sentences giving explanations of the topic sentence [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Sentences providing evidence to back topic sentence (minimum of 2 examples) [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Concluding sentence – link to next paragraph [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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**Paragraph 2** – Analysis of Megamind’s **good** acts

Topic sentence outlining the second component [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Sentences giving explanations of the topic sentence [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Sentences providing evidence to back topic sentence (minimum of 2 examples)

[Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Concluding sentence – link to next paragraph [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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**Paragraph 3 –** Evaluation of Megamind’s **actions**

Topic sentence outlining the third component [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Sentences providing an evaluation of Megamind’s actions. Make sure you explain : o How Megamind’s actions suggest that free will has been God’s greatest gift

[Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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o How Megamind’s actions suggest that free will has been God’s riskiest gift

[Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Sentences providing a justification of your claims above. Make sure you: o Draw on other real-life examples [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Concluding sentence – link to next paragraph [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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**Paragraph 4** – Explanation of the **importance of forgiveness**

Topic sentence outlining the importance of forgiveness for Christians

[Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Sentences providing reasons to support the importance of forgiveness and ways that Christians can seek forgiveness and/or practice penance [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Sentence explaining the effect that forgiveness can have on individuals and those around them [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Concluding sentence [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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**Conclusion**

Summary of the main points of the body [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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Restatement of the main point of view [Date completed:\_\_\_\_\_\_/\_\_\_\_\_\_/21]

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