

Allusion Essay Organizer

Introduction: Fill in the following spaces with language and ideas to be used in your introduction.

- Introduce key ideas and concepts crucial to understanding all aspects of the thesis.

- Provide very brief overview of FFA (include title and author)

- Provide connection and overview of Genesis 3

- State thesis:
 - Answers all parts of the prompt(s)
 - States theme/author's purpose in a noun - preposition - noun format
 - Uses complex sentence structures, specific language, and strong verbs
 - Provides a logical connection between theme and element
 - Is specific enough to show understanding of allusion and its relationship/connection to the author's purpose/theme
 - Passes the so-what test

Body Paragraph(s)

Topic sentence

- Supports a specific aspect of the thesis statement
- Addresses ideas and commonalities shared by both stories
- Expresses WHY the author wants the reader to see the parallels

Topic Sentence:

Provide **context** for evidence from FFA:

Excerpt **evidence** directly from FFA:

Identify the most significant **words/phrases** from the FFA evidence:

Explain the **meaning** of those significant words/phrases: *(What might a reader infer based on those words/phrases? Explain your between/beyond-the-lines understanding.)*

Connect the meaning of those significant words/phrases to the specific language of the topic sentence. *(How does your evidence support your essay's thesis?)*

Transition connecting FFA example/idea with Genesis

- ❑ Provide **context** for evidence from Genesis:

- ❑ Excerpt **evidence** directly from Genesis:

- ❑ Identify the most significant **words/phrases** from the Genesis evidence:

- ❑ Explain the **meaning** of those significant words/phrases: *(What might a reader infer based on those words/phrases? Explain your between/beyond-the-lines understanding.)*

- ❑ Connect the meaning of those significant words/phrases to the specific language of the topic sentence. *(How does your evidence support your essay's thesis?)*

- ❑ Uses complex sentence structures and transitional words/phrases to establish relationships between ideas.
- ❑ Explains WHY there is an allusion not just that there is an allusion.
- ❑ Connects back to the two main ideas of the thesis (timelessness + _____ of _____)

Conclusion

- ❑ Reconnect the big ideas and key evidence from each body paragraph

- ❑ Leave the reader with an understanding of the value and significance of the essay's thesis and supporting details. Connect to the timelessness of this theme/why the author alludes to the oldest story in the Judeo-Christian Bible.

Reminders:

- Formal grammar, punctuation and mechanics are used throughout.
- Purposeful word choice and content-specific vocabulary are used to effectively support the thesis.
- Transitional words and phrases and a variety of simple, compound and complex sentences are used to express relationships between evidence and ideas while engaging the reader.
- MLA formatting expectations must be followed: heading in upper left-hand corner, one-inch margins, formal size 12 font, double spacing, centered title, textual evidence cited using parenthetical citations.
- Literary present tense is used throughout. (“Charlie learns,” not “Charlie is learning,” or “Charlie learned.”)
- Only 3rd person pronouns may be used. 1st person (I, me, we) and 2nd person pronouns (you, your) are not acceptable.
- No contractions in formal writing. (*Do not use don't!*)
- Never use empty phrasing like “This shows how.” Instead, *specify* what “this” is, and *explain* “how.”
- Avoid “backstage” language like the words *quote, essay, page, textual evidence, thesis*, etc. These words are used to write essays, but should not be used in an essay.

