

Elgin Park English Cross-Grade Exam

Junior Edition

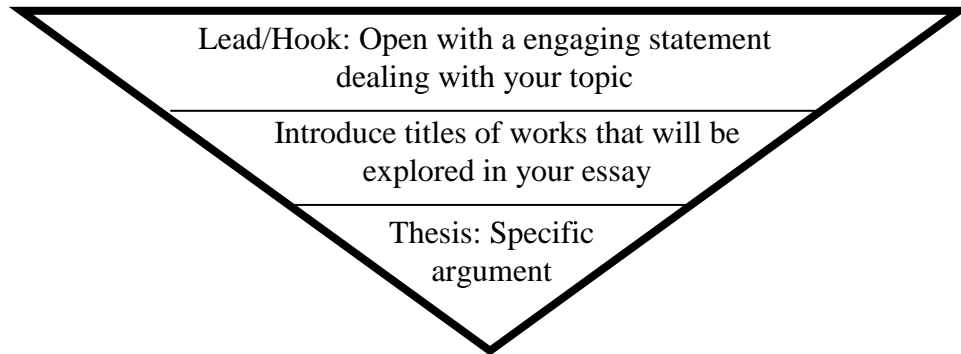
The Most Dreaded 80 Minutes of the Year

Commandments of the Cross-Grade:

1. Planning/Pre-Writing”
 - a. Flesh out the prompt
 - b. Identify three pieces of literature studied that thematically deal with the prompt
2. The Set-Up”
 - a. Use student number on the top of every page
 - b. Number every page
 - c. Use ink (bring extra pens)
 - d. Double Space
 - e. Make sure your writing is legible
3. Citations:
 - a. Cite titles of works appropriately: That which is published on its own is underlined, that which can be published in a collection is put in quotation marks
 - i. Lord of the Flies, The Chocolate War, 1984, Animal Farm
 - ii. “The Road Not Taken,” “Richard Cory,” “The Lottery,” “Tell Tale Heart”
4. Title:
 - a. Create your own title for the essay. Do not simply use the prompt, be creative
5. Technical Dos and Do Nots:
 - a. **DO NOT** use first person: No ‘Is’ or ‘I think’ type statements ... simply assert your point we know you think it as it is your essay
 - b. **DO NOT** use ‘you’ in the essay
 - c. **DO NOT** use contractions
 - d. **DO NOT** use slang or abbreviations (TV = television). Use formal language
 - e. Do use present tense – when writing about a story, whatever detail you are referring to, write as if that moment is happening at the moment you are discussing it
 - f. Do use literary language ... protagonist, metaphor, round character, symbolism ... etc where relevant
6. Opening Paragraph:
 - a. Grab your reader’s attention
 - b. Include the titles of works that will be explored in the paragraphs – order they are introduced in the introduction is the order they are to appear in the essay
 - c. Make sure you have a thesis ... absolute key for success ... without it, there is no purpose to your essay
7. Concluding Paragraph:
 - a. **DO NOT** simply restate the opening – restating thesis in different words is acceptable – but make sure the language is quite different
 - b. Make predictions, observations, recommendations ... but make sure they connect to the literature, how the authors/texts present such ideas through their works
8. Proofread
 - a. Give yourself time to go back and re-read what you wrote and clean up obvious mistakes
 - b. Cross out mistakes (neatly)... you double-spaced for a reason!

Essay Structure

General Writing Tips for Your Essay: Skilled Writers Will Learn to Play With This Structure



Supporting Paragraph 1 – Text 1: Focus on one text only.

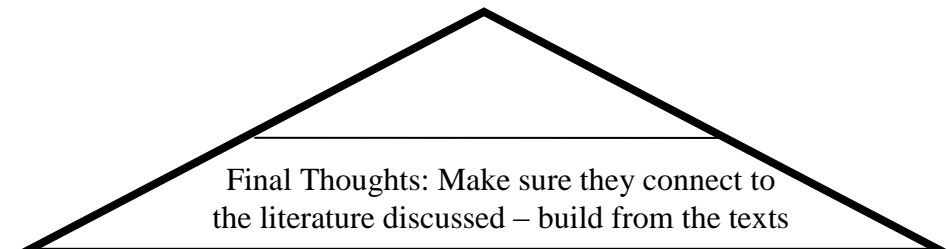
- Your job here is to show how the text relates to the prompt.
- Do not summarize the text. You are not attempting to show that you read/remember the entire text, but how particular details (specific examples) related to the topic you are exploring

Supporting Paragraph 2 – Text 2: Focus on one text only.

- Your thesis is your road map for your essay, so make sure the supporting points relate to that thesis, and to your topic sentence of your body paragraph
- Remember to provide a concluding statement for each paragraph, how your details connect back to your thesis ... a transition sentence to the next paragraph can also work

Supporting Paragraph 3 – Text 3: Focus on one text only.

- For the details you raise during your paragraph, remember to explain/comment on them – how/why they are significant
- Vary your language, sentence structure. A few spelling mistakes can be overlooked – challenge yourself
- For each supporting paragraph, try to come up with at least two specific supporting points to properly develop your essay



English Cross-Grade Sample

Topic: Hope

The feeling that what is wanted can be had or that events will turn out for the best.

“Great hopes make great men”
Thomas Fuller

In a well-written paragraph composition, referring to at least three pieces of literature you have studied this semester in English, discuss the quotation / prompt above. For one of your examples / selections, you may choose to negate the topic. Try to balance your examples to support a strong thesis.

Grade Eight students should write at least three paragraphs

Grade Nine students should write at least four paragraphs

No dictionaries, thesauri, or translators allowed

When you enter into class you will be given a sheet of paper that will look like what is above. Do note, that while it says you can write fewer than the five paragraph structure outlined in this course, doing so will not help your overall mark. The five paragraph structure works well – each body paragraph explore one piece of literature, DO NOT combine multiple works into one paragraph.

Your task will be to explore the concept given, in this case, hope and how hope applies as a motif in three texts (or in one case, how one has the absence of hope).

While you are given a quote and a definition, try not to use the exact words given for your opening, try to push yourself to come up with a definition in your own words, try not to use the quote exactly as is, but to come up with a statement that rephrases the quote ... if you can.

Dealing With The Prompt

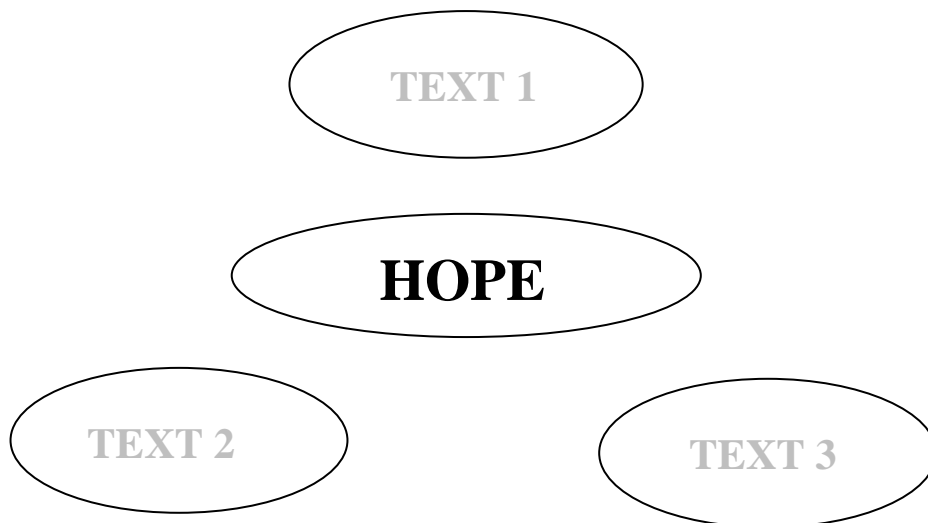
When writing the English Cross-Grade Exam you are required to provide evidence of your brainstorming, and given the nature of the exam, brainstorming will be essential for any success you may have in the exam.

First thing: Before looking at the definition provided for the prompt word, quickly think about what the word means to you and provide a definition in your own words. Do not over think it, just write it out quickly. Does not need to be perfect, but should be your own words.

For the prompt word on the previous page, provide a definition in your own words.

After coming up with your own definition and thinking about the motif of Hope, you need to then begin to think of stories that deal with the prompt – stories that either deal with Hope (based on your own definition or the one provided) or a story that deals with a lack of hope. You are allowed to provide ONE story that contradicts the story

In the space below think of three stories that deal with hope. From that, think of two or three **SPECIFIC DETAILS** from these stories that deal with the motif. Your job is **NOT** to show that you remember the stories and can remember all the details, rather, your job is to pick moments from these stories and show how the motif applies to **SPECIFIC MOMENTS/TRAITS** of characters/plot.



Introductions in Cross Grade Exams

Your opening paragraph is key to setting the tone and structure for the entire essay. The introduction can be broken down into three parts. All three parts need to be there for a strong opening:

1. Lead / Hook
2. Introduction of titles/authors
3. Thesis

Lead / Hook: Begin with an opening line that will grab your reader’s attention. Do NOT open your paragraph with the definition provided on your test sheet, or the quote given. This is where your own definition can come in handy. Ways you can begin your introduction:

1. Ask a question. Do not ask an outrageous question like “Have you ever killed anyone?” ... ask a thought provoking question (but do not answer it right away – let your essay as a whole be the answer
2. Begin with a definition – use your own definition
3. A strong statement about the topic itself.

Authors / Titles: Introduce the titles, authors, and connection you intend to discuss in your essay. The order you introduce them in the introduction is the order of your body paragraphs. For example:

1. Randy, in S.E. Hinton’s novel *The Outsiders*, shows ...
2. Langston Hughes explores hope in his short story “Thank You Ma’am” through ...
3. The short story “Charles,” by Shirley Jackson, develops ...

Introduce the three stories to establish the literature you are exploring in your essay.

Thesis: At the end of your introduction, provide a thesis statement – an argument, an opinion, a purpose to your essay. This statement is what you need to continue to refer back to throughout your essay – all of your stories, details, examples must support this argument.

1. These characters exhibit hope as a

For the topic of hope, provide a sample introductory paragraph below following the three steps outlines above – be prepared to share with the class:

Practice Cross-Grade Prompts

STRENGTH

The quality or state of being strong – having the ability to persevere or know when to hold back

“Greatness lies not in being strong, but in the right use of strength” Henry Ward Beecher

GENEROSITY

Quality or willingness to give of one’s self – showing kindness towards others

“Real generosity to the future lies in given all to the present” Albert Camus

FOREGIVENESS

Action of forgiving, or being forgiven – granting pardon

“The weak can never forgive. Forgiveness is the attribute of the strong” Mahatma Gandhi

HONOUR

To hold or have high respect or esteem

“A man has honour if he holds himself to an ideal conduct though it is inconvenient, unprofitable, or dangerous to do so” Walter Lipmann

DESIRE

A strong feeling of wanting to have or wish for something

“All human activity is prompted by desire” Bertrand Russell

COWARDICE

Lack of bravery – a timid nature

“The coward’s weapon, poison” John Fletcher

Read the following sample English 8 Cross Grade Exam. While reading through the essay, think about what mark this essay would deserve on a 12 point scale (6 point scale times 2: 6=100%, 5=84%, 4=67%, 4=50%, 2=34%, 1=16%). What are its strengths, what are its weaknesses? What writing techniques detract from the essay, what techniques stand out making it strong? What keeps this essay from getting a top mark? Errors reproduced as they were written in the cross-grade essay.

Acceptance is Powerful

553 words

Acceptance is the concept of acknowledging a fact that cannot be changed and respecting it. To accept something is to believe that has already happened and that the past is impossible to alter. In S.E. Hinton's novel, The Outsiders, Ponyboy Curtis learns to accept the fact that his close friend Johnny is dead, despite the comforting urge of denial. In the film August Rush, directed by Kristen Sheridan, Evan Taylor accepts the painful thought that Wizard, who he thinks is his friend, is actually a mean criminal only trying to use Evan's talent to his own advantage. The opposite of acceptance is displayed in Shirley Jackson's short story "Charles" when Laurie decides to create an imaginary character to blame his misbehaviour on. Through these stories we can recognize what it means to accept the events that transpire around us.

After watching his friend die in the hospital, Ponyboy is thrown into a haze of excruciating misery and emotion. He can deal with his pain in different ways: Ponyboy can revel and waste away in a craze of denial or he can make the responsible choice to accept the depressing fact and begin to heal. Unlike his friend Dally, who is going through his own torture over Johnny's death, Ponyboy makes the mature decision to grieve in a peaceful manner. Ponyboy can accept that Johnny Cade is dead and nobody can change that. Pony shows how a person can overcome their hardships and move on in their life.

Likewise, while Evan Taylor is in the subway station prior to his concert in the park where he is conducting an orchestra he is stopped by Wizard, a man who Evan trusts and thinks is his ally. When Wizard threatens Evan to stay with him and not attend the concert, the young boy is forced to realize that Wizard is selfish and has taken advantage of Evan ever since they met. Wizard's kind, but false front, vanishes and reveals his true self, a mean and twisted man. Evan is given the choice to deny Wizard's cruelty and stay with him or go against Wizard and accept the truth. The innocent boy finally accepts that Wizard is an incredibly vicious man and escapes from him. Evan was naive and was tricked by Wizard at first, but he makes the responsible decision in the end to break away from Wizard's dishonest ways.

After rebelling in his kindergarten classroom, Laurie decides to create a boy named Charles. Laurie wants to share his classroom experiences with his family but refuses to take responsibility for his poor actions; Laurie creates an imaginary character named Charles that he blames his wrong-doings on. This decision is very immature because Laurie cannot accept that he is the one

responsible for these disruptive behaviours. This young boy is weak and will not own up to his faults. Jackson displays how this character is capable of many mistakes and does not have the power of acceptance.

All three of these stories deal with the concept of acceptance; whether one is strong enough to accept or not. Acceptance is believing that things in the past cannot be rewritten but were somehow meant to happen for the better as Ponyboy and Evan do, unlike Laurie. Accepting a fact helps one move on and not linger on the past.

Essay Notes

Introduction: Strengths/Weaknesses

Body Paragraph 1: Strengths/Weaknesses

Body Paragraph 2: Strengths/Weaknesses

Body Paragraph 3: Strengths/Weaknesses

Conclusion: Strengths/Weaknesses

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[Title Not Provided]

615 words

To act selflessly, is a quality, only of the strong; those who can do it, are guaranteed to be looked upon with great respect. When we live in a world tainted with greed, it is far too easy to become self-absorbed and forget the needs of others. In S.E. Hinton's novel The Outsiders, Ponyboy and Johnny pushed aside their doubts and fear, and rushed into the burning church to save the wailing children. Paul Caliico's The Snow Goose shows a man, Philip Rhayader, acting consciously and courageously, as he hurried into the heart of the battle, to save some stranded soldiers. In the legend How The Opossum Stole Fire, Yaushu the ability to be unselfish, and work for the greater cause; to steal fire from Grandfather and bring it to the Great Ones. Undeniably, all the protagonists have realized the absolute necessity of sacrifice, in order to work for the greater good.

Ponyboy Curtis and Johnny Cade didn't even hesitate, as they threw themselves into the burning church. They didn't even pause to consider the fact that they were risking their own lives for these children's. They simply tossed aside their doubts the moment they saw innocent lives in danger. Most people would never have seen it coming; a couple of 'greasers' doing such a heroic deed, especially ones that had broken the law and were being chased by the police. Coming from the poor side of town, Ponyboy and Johnny both lived in unhappy family conditions, which should've made them into bitter, hateful people, but instead they turned out to be courageous, brave people, doing things like saving trapped children from a burning building, even at the cost of their own lives.

Similarly, Philp Rhayader had lived in solitude, rejected by all of the townspeople simply because of his deformities; a hunched back and a claw-like hand. The few times he did go into town, mean remarks and hateful glares were cast at him. Like Ponyboy and Johnny, he should've become hateful of mankind, returning the bitterness they had often shared with him, yet when the people were in distress, he cast aside all his unhappiness and sailed his boat down to where the remainder of soldiers, waist high in water, stood. Rhayader could have used any number of excuses to avoid helping them, yet he saved the soldiers, sacrificing his own life for theirs.

Likewise, in the legend How the Opossum Stole Fire, Yaushu the opossum promised the Great Ones he would bring fire to them, knowing he would have to put his own life on the line because of that. He knew that the Lord of Fire would be enraged if he found out that his 'Grandson' had stolen from him. In fact, Grandfather (lord of fire) did find out, and tried all he could to kill

Yaushu. But Yaushu, determined to keep his promise, sacrificed his own life to bring fire to the Great Ones.

Unquestionably then, all the protagonists in the literature studied did indeed show the ability to sacrifice their own lives for that greater cause, and in turn, were remembered and thought of with great respect. Ponyboy and Johnny gave up their own lives for those of the children, despite their fear and inner doubts. Philip Rhayader saved the lives of those in distress, even those who looked upon him with utter disdain, trading his own life for theirs. Yaushu selfishly thought of the need of others; the Great Ones, and gave his life for the fire. Sacrifice is only displayed when we first recognize the absolute necessity of it, and then, unselfishly choose to demonstrate our ability to do it, reaching our full potential in doing so.

Essay Notes

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Body Paragraph 1: Strengths/Weaknesses

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Conclusion: Strengths/Weaknesses

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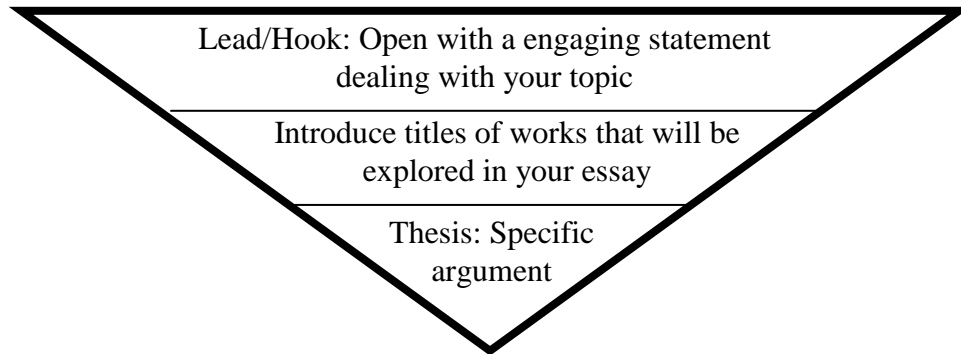
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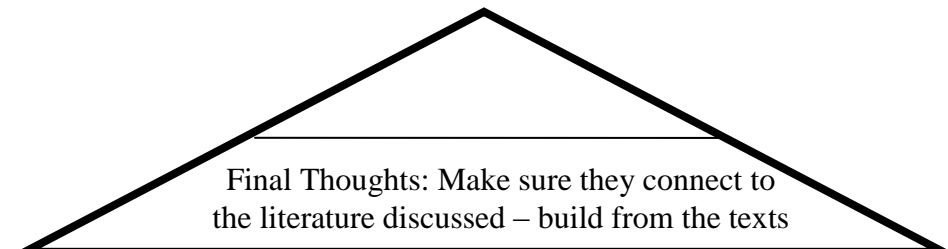
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Supporting Paragraph 3 – Text 3: Focus on one text only.

- For the details you raise during your paragraph, remember to explain/comment on them – how/why they are significant
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- For each supporting paragraph, try to come up with at least two specific supporting points to properly develop your essay



Dealing With The Prompt

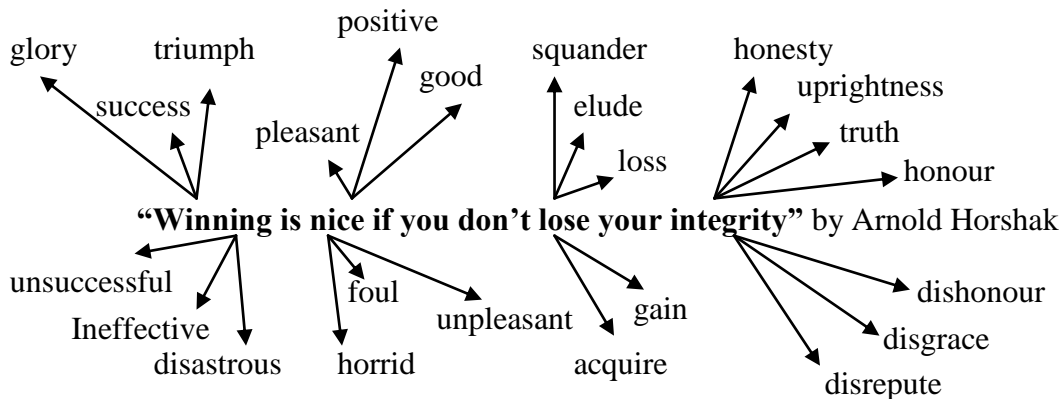
For the senior grades you will be given a quote and you will have to relate that quote to three pieces of literature studied during the semester. In dealing with the prompt, this is where you should begin to show your brainstorming – evidence of brainstorming is required. Spend about 5 minutes or so with this.

Working with the quote is much like the original composition topic from the English Provincial Exams. It is a topic that is very broad and your task is to develop something specific using the quote/topic a general prompt to focus your writing in a particular direction.

When you are provided with the quote your task will be to begin breaking it apart and reassembling it into a working statement you can apply to your essay. For example: Examine the following quote and begin brainstorming both synonyms and antonyms for key words (nouns/adjectives/verbs) in the quote (in your essay you can refute / negate the topic – thus having the negative side is beneficial to begin thinking of literature to not only support the topic but also negate it.

This brainstorming below should only take a few minutes. Once you enter into the class and get your cross grade exam, sit down and begin this process immediately.

Synonyms:



Antonyms:

After breaking the quote above apart, thinking of the synonyms, come up with a reworked statement – a version of the quote in your own words – using the words above:

This statement above is your working statement to use in your English Cross-Grade Exam:

Connecting Literature to Your Reworked Quote:

Thinking about the reworked quote, identify three pieces of literature studied in this course that dealing with it thematically – in terms of overall theme, character, symbolism ... etc

1. Text # 1: _____

a. Brainstorm 2 or 3 key points (specific points) from the text that connect to this reworked quote:

i. _____

ii. _____

iii. _____

2. Text # 2: _____

a. Brainstorm 2 or 3 key points (specific points) from the text that connect to this reworked quote:

i. _____

ii. _____

iii. _____

3. Text # 3: _____

a. Brainstorm 2 or 3 key points (specific points) from the text that connect to this reworked quote:

i. _____

ii. _____

iii. _____

Sample Quotes for Cross-Grade Preparation

“The price of greatness is responsibility” Thomas Jefferson

“Gain cannot be made without some other person’s loss” Publilius Syrus

“We are each our own devil, and we make this world our hell” Oscar Wilde

“Action may not always bring happiness, but happiness cannot come without action” Benjamin Desreali

“Truth is the cry of all, but the game of few” Berkeley

“Disobedience is the true foundation of liberty. The obedient must be slaves”
Henry David Thoreau

“If I were to wish for anything, I should not wish for wealth and power, but for the passionate sense of the potential” Soren Kierkegaard

“I prefer thought to action, ideas to events, meditation to movement” Honore de
Balzac

“The real leader has no need to lead, he is content to point the way” Henry Miller

“In this world, a man must either be an anvil or hammer” Henry W. Longfellow

Desire makes everything blossom; possession makes everything wither and fade”
Proust

“There are no limits to human ingratitude” Gabriel Garcia Marques

Read the following sample English 10 Cross Grade Exam. While reading through the essay, think about what mark this essay would deserve on a 12 point scale. What are its strengths, what are its weaknesses? What writing techniques detract from the essay, what techniques stand out making it strong? What keeps this essay from getting a top mark?

Success Through Betrayal

493 words

Success is easier to achieve through betrayal, though it often will not end well. In “The Musgrave Ritual” and Guy Ritchie’s film Sherlock Holmes, Holmes comes much closer to achieving his goal than he ever would have without going against his friend’s wishes. In Romeo and Juliet the two lovers never would have been together, had they not turned their backs on their families. In order for the town to accomplish what they set out to do in Shirley Jackson’s “The Lottery,” they must choose a victim. With an inevitable failure in one’s future, one must betray friends or family in order to come close to succeeding.

The protagonist, Sherlock Holmes, in Sir Arthur Conan Doyle’s “The Musgrave Ritual” and Ritchie’s film, wishes to succeed through betrayal. Holmes’ partner, Watson, lives with him, but wishes to leave and marry, which Holmes tries to prevent. By attempting to stop his friend from achieving his life goals, Holmes is betraying their friendship. Through this betrayal he lengthens his friend’s stay, but not without a price. His near achievement costs him his friend’s trust and nearly ends their friendship all together. Through the act of betrayal, Holmes comes close to success, but at a cost.

The town’s people in “The Lottery” achieve what they set out to do by choosing a victim among the community and the result is a fatality. They go against the wishes and well-being of one of their own citizens and through it they achieve their goal of finding a person to kill. The price of their betrayal is high, the price of their soul, which they must pay to achieve their goal. Even the youngest child, is not free as “someone [gives] little Davey Hutchinson [a] few pebbles.” The young Davey is indoctrinated into this social ritual giving up his soul as he prepares to stone his own mother. The town’s people only achieve this goal by betraying the people they care about.

In William Shakespeare’s Romeo and Juliet the lovers pay for their betrayal with their lives for turning on their families in pursuit of their individual goals. Even though their families hate each other, Romeo and Juliet choose to ignore the fact and choose to be together. A small victory comes from their actions as they are able to marry and be together, even if it is only for a brief moment. In the end, however, their lies and lack of loyalty catch up with them and they end up

taking their own lives. Romeo and Juliet's accomplishment is only possible through their betrayal yet such success is marred by the price they have to pay.

Success can often only be found in the presence of betrayal. Sherlock Holmes demonstrates this and pays the price in a friendship that is tested. The town's people in "The Lottery" pay a price in terms of their morality and members of their town as they turn on one of their friends, even though they are satisfied with the accomplishment it earns them. In Romeo and Juliet a price is again paid for the lover's small success. It is difficult to succeed in this world without some form of betrayal.

Essay Notes

Introduction: Strengths/Weaknesses

Body Paragraph 1: Strengths/Weaknesses

Body Paragraph 2: Strengths/Weaknesses

Body Paragraph 3: Strengths/Weaknesses

Conclusion: Strengths/Weaknesses

Read the following sample English 11 Cross Grade Exam. While reading through the essay, think about what mark this essay would deserve on a 12 point scale. What are its strengths, what are its weaknesses? What writing techniques detract from the essay, what techniques stand out making it strong? What keeps this essay from getting a top mark?

Ethics and Victory

555 words

Our sweetest success comes when our morals are honoured. In the story V for Vendetta, by Alan Moore, protagonist V seeks for justice to overcome a totalitarian government whose actions are barbaric and unethical and in doing so obtains global recognition and gratitude. Similarly, in Michael Bruce's short story, "Gentlemen, Your Verdict," Captain Oram is forced to break a categorical imperative in order to do the right thing. In doing so, he succeeds by ensuring the survival of five of his crew members. In contrast, in William Shakespeare's play, Macbeth, the main characters Macbeth and Lady Macbeth go against all their morals in their desire for power and end up unhappy, and more importantly, dead. In the literature studied, the protagonists demonstrate how the greatest victories come when integrity is kept.

In Moore's story, V is a masked hero. He is willing to stand up for what he believes to be right, and ends up dying for his cause. When one character, Evey, is being harassed and threatened by powerful government officials V intervenes with no regard for his own safety, and ends up gaining a partnership and a friendship with the woman. V is a man who dedicates over a decade of his life to overthrow an unethical, oppressive government and despite being ordered to give up, take off his mask and turn himself in, he perseveres for what he believes to be right, and ends up overthrowing this corrupt government for his life's final victory.

In a similar fashion, in Bruce's short story, Captain Oram is faced with a dilemma. In order for a small number of his submarine's crew to survive, he is required to break a golden rule: he must kill twenty to allow five to live on or watch twenty-five people, including himself, asphyxiate due to a lack of oxygen. Although it pains him, he is in conflict with his morality, to do what he thinks is right and ensure the survival of as many as possible, even if his hand is bloodied by the death of his comrades. He is neither selfish nor immoral as he poisons himself and twenty others. The five that survive represent the small victory in such a horrific turn of events.

In contrast, Macbeth and Lady Macbeth in Shakespeare's play, demonstrate an unethical lust for power. Their greed and desire led by a simple prophecy, not only puts them in the position of political dominance that they wanted, but also leads to their downfall. Against all moral codes,

they kill the former king, a good friend, and even the innocent family of an enemy. This victory, however, is not enjoyed and short lived. Lady Macbeth, in a display of extreme guilt, commits suicide, and Macbeth after commenting on his lack of friends and his alienation, is slain at the hand of his enemy Macduff. Their victory, stained by their moralless ways, is turned into a tragedy.

In the stories read, it is apparent that the main characters show the necessity for a strong sense of integrity in order for victory to be fulfilling. Both V and Captain Oram become heroes after following their moral code, and Macbeth and Lady Macbeth are spoken of as tyrants after their moralless dictatorship. When we honour our ethics and do what is right, our greatest victories will come.

Essay Notes

Introduction: Strengths/Weaknesses

Body Paragraph 1: Strengths/Weaknesses

Body Paragraph 2: Strengths/Weaknesses

Body Paragraph 3: Strengths/Weaknesses

Conclusion: Strengths/Weaknesses

Read the following sample English 12 Cross Grade Exam. While reading through the essay, think about what mark this essay would deserve on a 12 point scale. What are its strengths, what are its weaknesses? What writing techniques detract from the essay, what techniques stand out making it strong? What keeps this essay from getting a top mark? Errors reproduced as written by the student.

The Unmentionable Division

697 words

Out of the plethora of swirling ambition a man fights to congeal into thought, a distinct goal can be one of the most motivating outcomes. Congruently, one of the most paramount or defining qualities that constantly separates man from beast is his undying desire to achieve. However, there is never much talk of the fork in the road of Greatness. Once a man has his goal firmly grasped in his hands, the tunnel vision widens, and choices become voluntary once more. One could gather that it is not the goal achieved that makes a hero, but the choices, intentions and outcomes of the post-success time frame that separates the honest from the power hungry. It is not the simplest task to stay on a straight course, and once magnificence becomes synonymous with a mans name, it becomes exponentially harder to quel the desire to deviate from the path of enlightenment.

For a man who is revered for his magnificence and a lifestyle that of Royalty, the average pedestrian would look up to him as if he were a god. In the poem "Richard Cory" by Edgar Arlington Robinson, the pronomous protagonist appears to be living in the lap of luxury, but puts a bullet through his head one calm summers night. An explanation could entail that because of Cory's birth-right greatness, he felt continually compelled to live up to his own standards, and in the process, lost all of his happiness and contentment with life. In the end, this is a sad case of greatness being thrust upon a man, a man who never had the opportunity to achieve in his own right and was tortured by his perfectly monotonous life. Finally, he threw away success and chose the path of no return.

In the echoes of a world war, a family struggles with every breath down the path towards their only hope for survival. The classic American novel Grapes of Wrath, the Joads are forced out of their home by the trying circumstances littered throughout the dirty-thirties. As a family, they over come awe-inspiring obstacles in their migration to California, but not without sacrifices. The Joads achieved their goal of survival when they made it to the sunny valleys of the sunshine state. And even though they lost their parts, possessions and loved ones along the way, they had made it to a temporary safety. They would face trying times ahead, with unsurpassable obstacles looming over them, but they would push on in their simple minded persuit for happiness.

When one is suppressed, blinded and alienated from the outside world, ones soul mission becomes the path of escape. In a poem by Alfred Lord Tennson, the Lady of Shalott is kept away from everyone and everything in a castle outside of Camelot. She sees things indirectly, through a mirror, and weaves a tapestry with the scenes she experiences. There is a curse to keep her

there, and all is well until bold Sir Lancelot enters his life. Suddenly, a determination takes hold of the lady of Shalott, and although dying in the process, she breaks the curse to experience life, and to drift towards Camelot. Even though it meant the end of her life, the Lady chose a few moments of happiness over a lifetime of nothing, and ultimately achieved her unconscious life goal. Fate ended the Lady's life, but she succeeded in her own quest of greatness.

For even the most average man, it can be said that everything he needs to succeed in every facet of life, or plummet into the dark realm of failure exists between his 2 ears. His unrelenting ambition decides, the rate at which this occurs, and perhaps the general motivation. But once a man has reached his true desire, and his wanton race to his own nirvana cruelly evaporates. Then, it is up to him, to continue down the good and moral path, turn down the seemingly dark, sinister and corrupt trail, or choose to end the road all together. No matter which goal brought him to this fulcrum in his life, the true measure of the soul of a man is in his next few steps.

Essay Notes

Introduction: Strengths/Weaknesses

Body Paragraph 1: Strengths/Weaknesses

Body Paragraph 2: Strengths/Weaknesses

Body Paragraph 3: Strengths/Weaknesses

Conclusion: Strengths/Weaknesses
