

# The Impact of Celebrities

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## Reading Selections for this Project

King, Deborah. "The Impact Celebrities Have on Our Lives." Abr. ed.  
*Deborahkingcenter.com*. Deborah King Center, n.d. Web. 4 Jan. 2011.  
<<http://www.deborahkingcenter.com/resources/advice/celebrities>>.

## Recommended 3-Week Pacing

**Week 1:** Activities: 1 - 10

**Week 2:** Activities: 11 - 21

**Week 3:** Activities: 22 - 24

# Reading Rhetorically

## Prereading

### Activity 1: Getting Ready to Read—Survey

In preparation for this survey, come up with a group definition of “celebrity.” What does the term include? What does it not include? Then answer the following survey questions.

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On a scale of 1-5, write the number that most accurately reflects your feelings about the role of celebrities in your life.

1 = the least possible; 5 = the maximum possible.

- \_\_\_ 1. I spend time listening to or reading news about famous people.
- \_\_\_ 2. I spend money on magazines that feature famous people.
- \_\_\_ 3. I enjoy reading and hearing about celebrity lives.
- \_\_\_ 4. I wear certain kinds of clothes or hairstyles because I like the way they look on people in the news.
- \_\_\_ 5. I compare my life to that of celebrities.

As a group, tally the answers and discuss the results:

- Which questions got the highest scores?
- Which questions received the lowest scores?
- What do you think the results mean? Is the class, as a whole, “obsessed” with celebrities based on the survey? Explain your answers.

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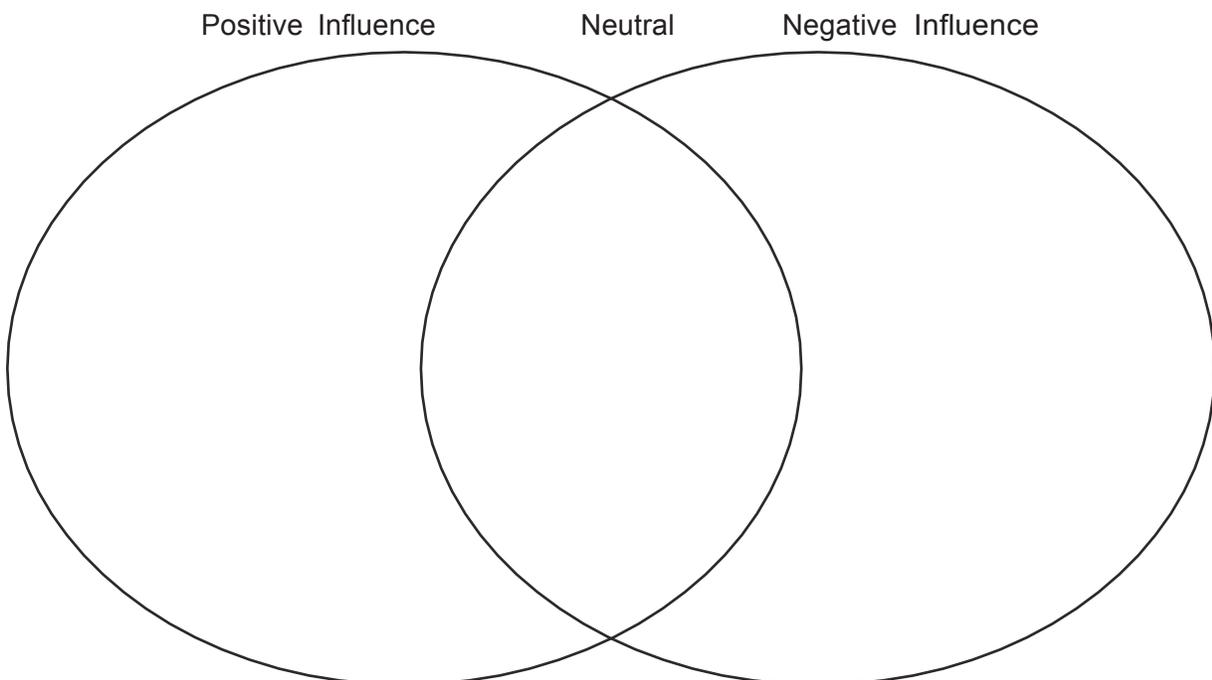
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## Grade 7 Expository Reading and Writing Project

Now, in groups or individually, brainstorm as many individuals as you can in four of the above categories. Example: (Sports Figures: *LeBron James, Tom Brady*, etc.)


Next, work collaboratively to categorize the celebrities in the above chart in the Venn Diagram below. Choose either positive, neutral, or negative influence for as many of the celebrities as you can.



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Individually, decide which celebrity you think best “defines” each category (positive, neutral, negative). Write a short explanation of each. Who is this celebrity? What is his/her influence? What is your opinion of or connection to this person?

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**Positive Influence:**

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**Neutral Influence:**

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**Negative Influence:**

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### Activity 3: Surveying the Text—and Making Predictions

Before you read the article, answer the following questions:

1. Read the biographical information about the author of the article, Deborah King. Does she sound like she knows about the “impact celebrities have on our lives?” What, specifically, in the biographical information makes her sound credible? Underline those words.

*Deborah King is the bestselling author of Truth Heals: What You Hide Can Hurt You. A health and wellness expert and attorney, Deborah King is featured regularly in broadcast, online, and print media, making frequent appearances on national TV such as CNN and Fox News. She is also a featured blogger for Psychology Today, writing on a wide range of issues such as health, politics, domestic violence, and celebrities.*



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- e. King wants to explore both the positive and negative impact of celebrities on us.
4. The last two sentences of the article are “The stars are out there, big and bright. Let’s get the stars rising in ourselves.” What do you think the author means?
  
5. Now that you have thought about this topic, what else would you like to know about celebrities and their impact on us? Write down three questions about this topic that you hope the author discusses in her article.
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  - 
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### Activity 4: Understanding Key Vocabulary

The following words are used in the article that you will soon read:

**antics, apt, enthralled, humdrum, nefarious, obsessed, paparazzi, salacious**

Below are the definitions of these words. In the left column, write the word from the list above that you think matches the correct definition. Check your answers with your teacher. What words are the most difficult? What words were you already familiar with? Then, fill out the right column. Discuss your predictions in small groups or as a class.

Word	Definition	Prediction: How do you think this word relates to the topic?
	scandalous; obscene	

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	evil or wicked	
	freelance photographers who follow famous people, hoping to get a shocking story	
	dull and boring; monotonous	

	very interested; fascinated	
	amusing or silly behavior	
	likely	
	to think about someone or something constantly	

## Reading

### Activity 5: Reading for Understanding

Thorough understanding of a text requires reading it more than once. The first reading should be fairly quick to get the main idea. During this reading, you do not need to understand every word or sentence. Later, you will reread the text again more slowly and carefully and deal with those difficult parts.

1. Review the predictions you made about the reading.
2. As you read the first section of the article (1-5), circle any new vocabulary words you recognize from Activity 4.
3. Put question marks by words, sentences, or paragraphs that are confusing, but do not take the time to try to figure them out now.
4. Put square brackets [ ] around the most interesting sentence in the section. Be able to explain why you chose that sentence.

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Repeat the above steps for each subtitled section of the article.

After reading the entire article, discuss the following questions in small groups:

1. Which of your predictions turned out to be true?
2. Which sentence in each section did you find most interesting?  
Did others also choose those sentences?
3. Compare parts that you found confusing. Somebody in your group may offer a very brief explanation, but, again, you do not have to figure out the meaning yet. You are just saying, "I didn't understand that sentence either."

After you have discussed all the sections of the article, work as a group to write a one-to two-sentence summary of the entire article. What is Deborah King's message about the impact of celebrities? Be ready to share your summary sentences with the class.

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### Activity 6: Considering the Structure of the Text

The following activities will help you see how King constructed her text so you can use any strategies of hers that might work for you.

#### Mapping the Organizational Structure

1. Draw a line across the page where the introduction ends. Is it after the first paragraph, or are there several introductory paragraphs? How do you know that the text has moved on from the introduction?
2. Draw a line across the page where the conclusion begins. Is it the last paragraph, or are there several concluding paragraphs? How do you know that the text has reached the conclusion?
3. Discuss in groups or as a class why the lines were drawn where they were.

In this activity, thinking and reasoning about organizational structure is more important than agreeing on where the lines should be drawn.

#### Descriptive Outlining

The body of this essay is naturally divided into three sections: "The Fascination Obsession," "Fast Reporting or Bad Celebrities?" and "The Positive Celebrities."

1. At the end of each section, specify what the section says (content) and what it does

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(why the writer put it there).

2. At the end of the text, describe the overall content and purpose of the essay.

### Analyzing your Findings

Once you have mapped and labeled the structure of this essay, discuss the following questions in small groups:

1. How does each section affect you as the reader?
2. Which section is the most developed?
3. Which section is the least developed?
4. On the basis of your descriptive outline of the text, what do you think is the main argument? Is that argument explicit or implicit?

### Quickwrite

Write an individual response to the following question: How does the structure of the text help make the writer's argument clear, convincing, and/or engaging?

### Activity 7: Noticing Language

King uses two patterns that are especially effective in her essay: (1) the strategic use of proper nouns and (2) well-paced use of questions embedded in the essay. With two different color markers, highlight all proper nouns in one color and the questions in another. In the chart below, enter the number of proper nouns and questions in each paragraph.

Paragraph	Proper Nouns	Questions
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

12		
13		
14		
15		
16		
17		
18		
19		

Where is the highest concentration of proper nouns? In which section does that concentration fall? Why are proper nouns especially useful in the essay at this point?

Are the questions spread out effectively in this essay? Where does the highest number of questions fall? Is that a good place to ask a lot of questions? Explain your answer.

### Activity 8: Annotating and Questioning the Text

Annotating a text means marking the text with highlighting, underlining, symbols, comments, and even whole sentences. Annotating forces you to read more slowly and carefully, but you need to be strategic in your annotation for it to be effective. Follow the directions below for annotating this essay:

1. Reread the article one section at a time.
2. In the left margin, write phrases or sentences that communicate the main point of that paragraph or section. Also write in the margin “ex” if the author includes an example or “def” if the author gives a definition.
3. In the right margin, write your reaction to the text. These reactions could be questions, your own examples, and statements of agreement or disagreement. Here you can use abbreviations only you understand or even texting language.

**Example:** Look at the sample annotation of paragraphs 7 and 8 below. What do you notice about the notes in the margins?

<u>Content</u>		<u>My Reaction</u>
Study by De Backer	Dr. Charlotte De Backer of the University of Leicester, Department of Media and Communication, carried out a study to try to explain why we are so obsessed with celebrities. She discovered that the <u>younger the participant was, the more apt they were to follow celebrity gossip</u> , even if the gossip	Why?  fun to gossip!
Why obsessed?		What are the reasons?
Results:		

## Grade 7 Expository Reading and Writing Project

- |                              |  |   |
|------------------------------|--|---|
| 1. kids more interested      | was about a celebrity that they had never heard of.  | Miley                                     |
| 2. different reasons         | Dr. De Backer said, “Each person has a <u>different reason</u> for wanting to track the every movement of their favorite celebrity, but there comes a time when being amused by their <u>antics</u> transforms into becoming obsessed, and no obsession is a good thing, especially when you look at the type or role models that recent celebrities have become.” | like Justin Bieber – his ego is oversized |
| 3. any obsession is not good |  |   |

### Activity 9: Discovering How Examples Work

Now read the essay again as you fill out the following chart. Follow the directions below; then discuss your answers in a small group.

- King uses specific examples as her primary means of supporting her points. Do you think this is an effective strategy for this topic? Why or why not?
- Find the examples listed below in King’s article. She does not spend the same amount of time writing about each example. In the chart below, write how many sentences she uses to write about each celebrity. Finally, discuss why the author uses each celebrity as an example. What is her point?
- Finally, think of a more contemporary (modern) example King could use to make the same point.

Celebrity	Number of sentences	Author’s point in using this example	Contemporary example
Babe Ruth (¶10)			
Winona Ryder (¶11)			
Angelina Jolie (¶16)			
Heath Ledger (¶12-14)			

Now answer the following questions:

- Why do you think she provides so much detail about one example and very little detail about another? What is the impact on the reader?

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2. King uses some other examples besides specific celebrities. What examples does she use in paragraph 1 and 4?
3. In paragraph 5, she gives the example of a reality TV show portraying Ozzie Osbourne as a regular father and husband. Then she gives two examples of his activities that prove this. What are those activities? How well could she have made her point without these examples?

### Activity 10: Analyzing Stylistic Choices

Working in small groups (if possible), review the key vocabulary words from Activity 4. Then write a newspaper headline and a very short article using at least four of the vocabulary words.

- Include enough information in your newspaper story to show that you understand the vocabulary words.
- Make the story about at least one celebrity, real or make believe. You may also want to include a fan or a group of fans in your story. Use at least one of the vocabulary words in the title. For example, your title could be “Lady Gaga Antics Thrill Teens, Scare Children,” and the story could be about how a Lady Gaga performance for charity made children cry and run in panic . . .

## Postreading

### Activity 11: Summarizing and Responding

Your annotations in the margin of the essay should now show all of Deborah King’s main points. Next, you need to determine the main idea of the **whole article**. In Activity 5, you wrote down what you thought Deborah King’s message was. Rewrite your main idea sentence(s) in the box below:

Now, working with a partner if possible, write the main idea of each of the sections of the article in 1-2 sentences. Don’t forget to refer back to your annotations. Discuss what is absolutely necessary to include and what might be less important.

Introduction (paragraphs 1-5)

The Fascination Obsession

Fast Reporting or Bad Celebrities?

The Positive Celebrities

The Mirror Effect

<p><b>Write a one-paragraph summary</b> of the entire article using the ideas expressed in your summary sentences above. A summary is a shorter version of the text, containing the most important information—and nothing else. The first sentence of a summary is very important because that is where you identify the title of the article, the author, and the main idea of the whole article. (Use what you wrote above, but add the author and title.) Continue writing your summary by referring to your section summary sentences, but don't simply copy them. Make sure that your sentences are connected and that your wording flows well. (It should not sound like a list of points.) Use all your own words in your summary, but make sure you are reporting all of King's ideas—not yours. You should not quote or use the word "I" in your summary.</p>	<p><b>Write a one-paragraph response</b> to the article. A response is your personal reaction to one or more ideas that King wrote about—not all of them. Try to connect something you read about in King's article to your own experiences. Do your experiences cause you to agree with her or to disagree? Do you think her points are strong or weak? Since these are your ideas and experiences, you may use "I." Be sure to refer to your annotations for ideas about what to write.</p>
<p style="text-align: center;"><b>SUMMARY</b></p>	<p style="text-align: center;"><b>RESPONSE</b></p>

## Activity 12: Thinking Critically

Discuss the answers to these questions with a classmate or write your responses on a separate piece of paper if you are working independently.

1. In her first paragraph, King says, “The truth is that we are obsessed with celebrities.” Obviously, she does not mean every single American, so who are “we”? Do you think that her claim is a fair statement? Why or why not?
2. Deborah King uses comparisons several times in her article. Comparisons can show both similarities and differences.
  - In paragraph 6, she compares us to “Roman spectators” of ancient times who watched the gladiators fight to the death in the ring. Is she saying that we are similar to Roman spectators or are we different? In what way?
  - In paragraph 10, she compares Babe Ruth, a famous baseball player who played from 1914 to 1935, to celebrities like Mel Gibson and Winona Ryder of today. Is King emphasizing how they are similar to Babe Ruth or different? In what way?
3. Several times King mentions that, as much as we are “obsessed” by celebrities, we also like to see them fail. Find at least two spots in the article where she mentions this.
  - Why, according to King, do we enjoy watching celebrities fail?
4. As you noticed in Activity 12, King spends several paragraphs discussing the actor Heath Ledger. Explain her purpose for this example in one sentence:
5. King subtitles her last section “The Mirror Effect”; however, she does not use the word “mirror” in the paragraphs that follow. Explain what you think the “mirror effect” of celebrity-watching is. What word in paragraph 2 indicates that she is talking about the mirror effect there as well?
6. What does King say in the article that proves she is not completely against the idea of watching celebrities? Find at least 2 spots in the article that show this.
7. Sometimes people state ideas indirectly. For example, during a visit from a friend you may say, “I’m tired.” You may be indirectly saying (implying) that you want your friend to go home. Authors also imply ideas in their writing. For example, in paragraph 4, King implies that other people bear part of the blame for the paparazzi who stalk celebrities. Who are those other people? (She doesn’t use the word “blame,” but we get the idea.) Explain how you know this.

### Activity 13: Reflecting on Your Reading

Respond to the following questions:

1. What have you learned so far from joining the conversation on this topic? What do you want to learn next?
2. What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply to your work in other subjects?
3. In what ways has your ability to read and discuss texts like this one improved?

## Connecting Reading to Writing

### Discovering What You Think

#### Activity 14: Reading the Assignment

The following is an essay assignment on the topic of celebrities and the impact they have on our lives. As your teacher reads the essay prompt aloud, focus on the author's attitude about the topic. Does he mostly agree or disagree with Deborah King? Do you mostly agree or disagree with him?

Palmer disagrees with King's most important argument that we should be concerned about getting too caught up in celebrity worship. He emphasizes the fact that celebrity worship is just human nature. Though King would agree with that (her references to the Roman spectators confirms that), she doesn't see that as a reason to ignore the negative effects.

#### **A Healthy Obsession**

I think that all the concern over celebrities in our lives is completely exaggerated. We teenagers are passionate—maybe even obsessed—about our favorite stars, but that doesn't make it a big problem, and it doesn't mean we want to copy their bad

behaviors. People have been fascinated with the rich and famous since ancient times, so it's only human nature. It's fun to know if Justin Bieber is dating Selena Gomez, or whether Lindsay Lohan really made it out of rehab. Knowing the details about celebrities gives us something to talk about with each other. I'd rather bond with someone over the latest antics of a celebrity than all the other dark topics in the news. I also get a better idea of where fashion trends are going so that I can feel more confident about what I am wearing. We can pick up other tips too. My brother is obsessed with Cam Newton, the recent Heisman Trophy winner, because he wants to be a famous football player. More than anything, being obsessed with celebrities is a healthy escape from our boring lives. What's wrong with that?

Collin Palmer  
High School Sophomore

Explain Palmer's argument and discuss the extent to which you agree or disagree with his analysis and conclusion. Support your position by referring to the passage and providing reasons and examples from your own experience, observations, and/or outside reading. Refer to Deborah King's article as part of the evidence for your position. Your teacher may also want you to use the results of the survey your class completed at the beginning of this module as additional evidence.

Take the following steps for this exercise:

- Read the assignment carefully.
- Decide what your focus will be.
- Discuss the purpose of the assignment. (What will you try to accomplish in writing your essay?)

### Activity 15: Taking a Stance

After reading the prompt, discuss/determine the answers to the following questions:

- What is Collin Palmer's overall opinion on this topic?
- What are the reasons for his opinion? Underline each reason for his stand.
- What do you think about each of his reasons? You might agree with some and disagree with others.

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Write your ideas on the chart below, making a check mark to indicate whether you agree, disagree, or partially agree with the author’s point. Discuss each point with a classmate or small group if possible, and write notes in the “comments” column to help you remember how you might want to respond in an essay.

Author’s Points	Agree?	Disagree?	Partially Agree?	Comments
<p><b>Palmer’s opinion about the impact of celebrities (his MAIN idea):</b> Possible answer: <i>Being interested in or even obsessed with celebrities is harmless. In fact, there are even some benefits</i></p>				
<p><b>Palmer’s supporting arguments (reasons or claims):</b></p>				

Do you mostly agree or disagree with Collin Palmer’s statement?

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Write a “working thesis” that will answer the prompt that follows the quotation. You may want to use some of the sentence frames below to express your stance on Collin Palmer’s quotation.

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Sample working thesis statement:

- *Although I agree with Collin Palmer on a couple of points, he seems to be unaware that celebrity behavior has gotten so much worse and has a strong negative effect on us.*
- *I agree with Collin Palmer that we shouldn't be so concerned about being obsessed with celebrities because for most of us it is harmless fun. However, there are a few people who seem to get too carried away, and for them it is a very negative influence.*

Of course, if you are in total agreement or disagreement (or if you are not ready to consider concessions), write a thesis that reflects what you are feeling.

- *I agree with Collin Palmer that celebrities don't have any negative effect on us whatsoever.*
- *I disagree with Collin Palmer's argument that we shouldn't be concerned over celebrity obsession. I think that it is having a very negative effect on our society.*

Your "working thesis" may change as you write your first draft and discover more about what you think, but it will help you to get started.

**Working Thesis:**

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### Activity 16: Gathering Evidence

#### CLAIMS!

You now need at least TWO claims that you can write about in support of your thesis. Think of these as **ideas** or **reasons** that support your thesis. Brainstorm possible claims below. These need to make good topic sentences that will guide the paragraphs that you will be writing in support of your argument. Circle your two best.

*THESES*

Possible Claim	Possible Claim	Possible Claim	Possible Claim

## EVIDENCE!

As you begin to choose evidence that will support your claims, you must be able to evaluate that information. Re-read the article for the information you are considering using to prove your point. For each item on your list, write down your responses to the following questions:

- How does the piece of evidence support your claim?
- Is it a fact or opinion? If it is an opinion, what facts can you find to support it?
- Will the evidence be persuasive to your audience?

Now put a checkmark ✓ by the sentences in the article that will serve as good evidence based on these criteria.

## Activity 17: Getting Ready to Write—Gathering Information

Complete ONE of the following three activities listed below.

1. Interview an older person (your parents' or grandparents' age) about celebrities they were fascinated by in their youth.
  - Who were the celebrities they liked?
  - What kind of celebrities were they? Athletes, singers, actors, etc.?
  - How did they keep up with the celebrities they liked? (Remember, there was no Internet then!)
  - Did the celebrity/celebrities have a strong impact on their lives? (Did the celebrities change their lives or inspire them in any way?)

*Write a short journal entry about your interview. Compare this adult's experience with celebrities to your own experiences. What is the same about the two experiences? What is different? How do you think the invention of the Internet has changed the impact of celebrities on us?*

2. Watch one or more of the following YouTube videos about the effects of celebrities on us:
  - Celebrity Influence on Teens: <http://www.youtube.com/watch?v=sIXardsPSE4> The audio is low sometimes, but this video has some good information.
  - Famous Future: <http://www.youtube.com/watch?v=PqcV-Ugl5Pk> Interviews and commentary with three teens who want to become famous
  - Media Celebrities: <http://www.youtube.com/watch?v=E3sB5WiFwF8> Many

celebrity images, backed by a great country song about celebrities

*Write a short summary of the video. What points from the video relate to Deborah King's article? What issues in the video relate to Collin Palmer's arguments?*

3. Listen to the country song "Celebrity" by Brad Paisley. This is the song that is played on the video above, "Media: Celebrities" at:

<http://www.youtube.com/watch?v=E3sB5WiFwF8>.

The lyrics have many great ideas related to this topic. After you have listened to the song a couple times, check the lyrics at <http://www.azlyrics.com/lyrics/bradpaisley/celebrity.html> to make sure that you have understood them completely.

*Write a response to the song. What points from the song relate to Deborah King's article? What points in the song related to Collin Palmer's arguments?*

NOTE! Your work from the above activity can be included as EVIDENCE or used as a hook or background information in the introduction, or maybe even in your call to action in your conclusion. 😊

## Writing Rhetorically

### Entering the Conversation

#### Activity 18: Composing a Draft

You are now ready to write your essay. Write your first draft according to the prompt's instructions. Don't forget to follow your outline and create a title. Be sure to allow yourself enough time to write a good draft. A professional writer, Wil Haygood, once wrote, "Writing is physical work. It's sweaty work. You can't just will yourself to become a good writer. You really have to work at it."

### **Activity 19: Considering Structure**

Now that you have a draft to work with, you need to make sure your ideas and evidence are in the most effective order for what you are trying to accomplish. Here is a general outline that will help you organize the material in your draft.

#### **Introduction**

- Background information (trends, importance today)
- Introduction of Palmer's opinion
- Working thesis

#### **Body Paragraphs**

- Topic Sentence
- Lots of support (Possible sources: the article, the prompt, survey results, interview, videos, songs, personal experience, and observations)
- Opposing point of view
- Response to opposing point of view

#### **Conclusion**

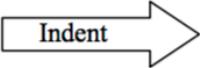
- Restatement of your position
- Call for action or agreement
- Prediction of the future

Consider using the tool below to assist in the development of solid body paragraphs.

**MEL-CON PARAGRAPHS**

**A Graphic Organizer to help you write the best paragraphs possible**

**M = Main Idea** (topic sentence)      **L = Links** (Your explanation of how the example links to or supports the main idea)  
**E = Evidence / Example** (facts)      **Con = Concluding Statement** (recap / summary)

		<b>M</b> Topic Sentence
(insert transition to 1 <sup>st</sup> example here)		<b>E</b> --First Example or Evidence
		<b>L</b> --Link to topic (Explain)
(insert transition to 2 <sup>nd</sup> example)		<b>E</b> --First Example or Evidence
		<b>L</b> —Link to topic (Explain)
(insert transition to 3 <sup>rd</sup> example)		<b>E</b> --First Example or Evidence
		<b>L</b> —Link to topic (Explain)
(insert transition to conclusion)		<b>Con</b> Concluding Statement
		RECAP your 3 examples

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**Note to 7<sup>th</sup> graders:** Your evidence can sometimes be a “non-example” that goes against your argument which you briefly recognize as having some truth but then refute (say why it isn’t the best reasoning). This is called a counterargument. The best spot in the paragraph for a counterargument is 3<sup>rd</sup> example.

**DO IT LIKE THIS:**

## Activity 20: Using the Words of Others

One of the most important features of academic writing is using words and ideas from written sources to support your own point, and demonstrate your understanding of others' ideas. There are three ways to do this:

- A **direct quotation** uses the exact words of the original source with quotation marks.
- A **paraphrase** communicates the meaning of the original source but in your own words. The length is about the same, and no quotation marks are used.
- A **summary** communicates the main point(s) in your own words and is much shorter than the original source.
- When referring to the ideas of others, remember to do the following:
  - Include the title. Use quotation marks if it is a shorter work like an article or a short story. Underline or *italicize* it if it is a longer work such as a book or play.
  - Include the author. The first time you mention the author's name, use the full name as it appears on the story or book. After the first time, use only the author's last name.
  - If you use the exact words of the author, use quotation marks.
  - Use appropriate and varied verbs to "lead into" the reference (e.g., argues, believes, describes, explains, questions, reports, discusses, etc.).
  - Be sure to comment on the reference. Pretend that you are in a serious discussion with the author and that you want to agree, disagree, question, relate to, or argue with him or her.

### Direct Quotations:

To begin with, in her article "The Impact Celebrities Have on Our Lives," Deborah King suggests that "Truth heals, and the truth is that celebrities, as much fun as our fantasies of them may be, can actually serve a purpose in our lives" (par. 18).

King correctly observes, "We like to fantasize that our lives could become like theirs—we too could be beautiful, desirable, talented, rich" (par. 3).

### Paraphrase:

King also suggests that many people are obsessed with celebrities because they just want to escape from our ordinary troubles" (par. 6).

## Activity 21: Negotiating Voices

One strategy to help you mark the separate voices in an essay that you write is to use clear introductory language, such as the following templates or frames, to express how you feel about King's assertions:

To express **agreement**:

- Deborah King is right about . . . because . . .
- I agree with Deborah King that . . .
- King and I both believe that . . .

To express **disagreement**:

- I think Deborah King is mistaken about . . . because . . .
- King's assumption that . . . is not accurate because . . .
- Deborah King overlooks the fact that . . .

To express **partial agreement**:

- Although I agree with Deborah King that . . . , I disagree that . . . .
- Although I disagree with Deborah King that . . . , I fully agree that . . .
- For the most part, King is right that . . . , however, she fails to see that . . .

Using the above patterns (or your own), write out three statements. Find at least one point of King's that you can agree with, one that you can disagree with, and one that you can partially agree with.

**Agree:**

**Disagree:**

**Partially agree:**

## Revising and Editing

### Activity 22: Revising the Draft

Work with at least one partner (classmate, teacher, tutor, parent). Read your essay aloud. The partner then responds to the questions below while the writer listens. The writer should take notes at each step and read the notes back to make sure s/he has understood.

1. State one thing that you like about the essay.
2. Which paragraph has the weakest support? Explain to the writer why the paragraph is weak. (The paragraph may not have enough explanation, or may not provide enough specific and varied support.)
3. How could the paragraph could be improved?

Finally, complete questions 1-6 in response to the review(s) you have received:

#### Peer Review

Writer \_\_\_\_\_ Reviewer(s) \_\_\_\_\_

1. What is the rhetorical situation? Who is my audience, and what is my purpose?
2. What did my partner(s) like about my essay?
3. According my partner(s), which paragraph is the weakest? Why?
4. What specific suggestions have I received to make my paragraph better?
5. What is the most helpful feedback from the peer review?
6. In what ways can I apply the comments about one of my paragraphs to other body paragraphs of my essay?

## Grade 7 Expository Reading and Writing Project

Write another draft or revise your essay. Reflect the feedback you have received from your peers and/or your teacher.

### Activity 23: Editing the Draft

Another aspect to improving an essay is correcting the grammar and usage, which is called editing. Read the following strategies to help you edit effectively. Choose at least two of the strategies to edit your paper, and then write a paragraph that reports the strategies you used and how well they worked (see directions below).

- If possible, set your essay aside for 24 hours before rereading it to find errors.
- If possible, read your essay aloud so you can hear errors and awkward constructions.
- Focus on individual words and sentences rather than on overall meaning. To do this, slow yourself down by covering everything but the line you are reading with a piece of paper, or start with the last paragraph of your essay and work backwards paragraph by paragraph, or sentence by sentence.
- With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
- Look for only one type of error at a time. Then go back and look for a second type and, if necessary, a third.
- Use the dictionary to check spelling and confirm that you have chosen the right word for the context.

Write a paragraph that answers the following questions:

1. Which editing strategies did you use? Which one was more effective for you? Why?
2. What is one type of error you make the most often? Write a sentence from your essay that contains the error below. Correct it in a different colored pen.

**Write/print final draft of your essay, correcting all the errors that you have found. Turn your final draft in along with the completed packet of activities.**

### **Activity 24: Reflecting on Writing**

Compare your first draft to your final draft, and write a paragraph that answers the following questions:

1. What was your greatest improvement? Explain how you decided to improve this area. (In other words, what steps did you take to improve it?)
2. If you had more time, what would you still like to improve?
3. What activities or feedback helped you the most to improve your essay?
4. What have you learned is your greatest strength as a writer?
5. What have you learned is the area in which you most need to improve?