

## Writing scaffold for end of unit essay on Conformity v. Individualism

### Assignment & Prompt

**Assignment:** Write a 4 paragraph essay that includes an introduction paragraph, two body paragraphs, and a conclusion paragraph which responds to the prompt below. Each body paragraph should have at least 2 pieces of textual evidence, and your essay should have at least 4 sources if you are shooting for a grade of a +4/4 (exemplary). Your essay should also include at least 5-6 key vocabulary words from the unit that are used appropriately in your writing.

**Prompt:** *To what extent are we as individuals under pressure to conform, or surrender our individuality, to the will of the majority, family, school, workplace, etc.? Or, to what extent do we live in a society that values individualism over conformity?*

### Key Unit Vocabulary:

conformity	solitary	self reliance	effeminate	norms	freakishness	non conformist
cloak	compliance	socialites	principle	salacious	deviate	debilitating
diverge	ultimatum	dominant	self inflicted	resistance	individualism	embrace
hate crime	collectivism	stigma	individualistic	misconception	speculating	pressure
autonomy	stereotypes	queerness	social obligation			
gay liberation movement		gender nonconformity				

### Introduction paragraph

Structural Components	Language of the Introduction	Drafting Space
<p><b>□ Hook (1-2 sentences)</b> Hook your reader with a quote that connects to your topic/argument, a statistic, or some statement that connects to your topic by hooking the reader/drawing him or her into the issue you are discussing. Explain your hook if necessary (especially if it is a quote) (1-2 sentences)</p> <p><b>**Your hook should be relevant to your topic of the essay.</b></p>	<ul style="list-style-type: none"> <li> <b>A relevant statistic</b>  <i>In 2017, 13% of U.S. teens ages 12 to 17 (or 3.2 million) said they had experienced at least one major depressive episode in the past year, up from 8% (or 2 million) in 2007, according to a Pew Research Center analysis of data from the <a href="#">2017 National Survey on Drug Use and Health</a>.</i> </li> <li> <b>An out of pocket and strong opinion</b>  <i>Good healthcare should be a human right as opposed to a privilege that only those with enough money have access to.</i> </li> <li> <b>A relevant and powerful quote</b>  <i>"The greatest glory in living lies not in never falling, but in rising every time we fall." -Nelson Mandela</i> </li> <li> <b>A brief story or anecdote</b>  <i>Years ago as a young child, Elena was out playing in a field when she stumbled upon a large stone buried halfway in the ground. At the time, no one realized that this stone was the first visible remnant of an ancient city.</i> </li> <li> <b>A rhetorical question</b>  <i>Can you imagine being 14 years old and</i> </li> </ul>	

	completely on your own with no support, guidance, or adult to count on?	
<p><input type="checkbox"/> <b>Connect your hook to the text(s) you will discuss</b></p> <p>Find a way to connect your hook to the text(s) you will discuss in the essay. Discuss what idea(s) these texts have in common. <i>**At this point, you don't need to include the titles and authors because you can include them in the next part when you summarize each text.</i></p>	<ul style="list-style-type: none"> <li>A common thread that connects some of the texts we've read is the idea that...</li> </ul> <p>(i.e. <i>A common thread that connects some of the texts we've read is the idea that teenagers are more at risk of anxiety and depression today than they ever were in the past.</i>)</p> <ul style="list-style-type: none"> <li>The idea (of / that) _____ is illustrated in a number of the texts that we have read.</li> </ul> <p>(i.e. <i>The idea that teenagers at greater risk of anxiety now than ever before is illustrated in a number of the texts we've read.</i>)</p>	
<p><input type="checkbox"/> <b>Summarize the text(s) and show similarities and/or differences between the texts</b></p> <p>Give a brief summary of each text that you will discuss in your essay. Include the name of each text and the type of text, as well as some information as to what the text discusses, argues, or communicates. Consider using verbs such as: <b>presents, discusses, argues, communicates, emphasizes, highlights</b></p>	<ul style="list-style-type: none"> <li>However, while (title and author of text #1) focuses on (what?). (title and author of text #2) highlights (what?). Additionally, (title and author of text #3) emphasizes (what?). Finally, (title and author of text #4) discusses (what?).</li> </ul> <p>(i.e. <i>However, while the articles "Teens and Anxiety" by Marna Smith and "Mental Health and Teens Today" focus on high school students who experience trauma, the poem "Me" highlights a college student who has not necessarily experienced any trauma in his life but still struggles to overcome his crippling anxiety. Additionally, the article "Doors Shut" by Fredrick Ellsworth emphasizes the role that genetics plays in determining if a person will develop an anxiety disorder.</i></p> <ul style="list-style-type: none"> <li>While (text #1) introduces (who or what?), (text #2) presents (who or what?). (Text #3) discusses how (what?). Finally/Additionally, (text #4) speaks about _____</li> </ul> <p>(i.e. <i>While the article "Teens and Anxiety" introduces three high school students who experience trauma, the poem "Me" presents a college student who has not experienced trauma but still struggles to overcome his crippling anxiety. The article "Doors Shut" discusses the role that genetics plays in determining if a person will develop an anxiety disorder. Additionally, the essay "Mental Health and Teens Today" focuses on the effects of trauma on high school students.</i>)</p>	

<p><input type="checkbox"/> <b>Central claim / thesis</b></p> <p>Make your claim (thesis). Here you should answer the prompt using language from the question/prompt. Provide reasoning that connects to the evidence you will use later on.</p>	<p>We live in a society where individuals <i>(to a great extent/absolutely/somewhat/to a lesser extent)</i></p> <ul style="list-style-type: none"> <li>• feel pressure to conform</li> <li>OR</li> <li>• are valued as individuals</li> </ul> <p>because <u>  (reason #1)  </u> and <u>  (reason #2)  </u>.</p>	
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## Body paragraph #1

Structural Components	Language of the Introduction	Drafting Space				
<div><div><input type="checkbox"/> <b>Topic sentence #1 / claim #1</b></div><div>The topic sentence is the main assertion or claim of the first body paragraph. It answers the prompt clearly and thoughtfully. Comes from reason #1 in the thesis.</div></div>	<table><tr><th>...individualism is and should be valued</th><th>...significant pressure to conform</th></tr><tr><td><div>-encouragement/ celebration of individualism</div><div>-dangers of conformity</div><div>-consequences or effects of conforming on one's life/person</div><div>-rewards of making one's own decisions/not conforming</div><div>-individualism and its connection to social change (athletes, public figures)</div></td><td><div>-origins of pressure to conform</div><div>-pressure to conform (physical appearance / teenagers/students / sexuality, gender, marital expectations)</div><div>-social consequences of not conforming (teasing, shaming, rejection, exclusion)</div><div>-negative effects of conforming on the individual and/or on society (psychological effects on the individual, historical events that took place due to mass conformity, impact of conforming on academic performance, etc.)</div><div>-positive impacts or need for a level of conformity in society (how does conforming benefit society?)</div></td></tr></table> <div><div>Topic sentence examples:</div><div><div><u>Encouraging and celebrating individualism</u> brings a number of rewards such as the freedom to pursue one's own dreams and goals.</div><div>Teenagers whose <u>physical appearance</u> doesn't fit societal norms often <u>feel pressure to change their appearance</u>.</div><div>Over the course of history, <u>conformity</u> has at times <u>led to atrocities such as genocide and racial segregation</u>.</div></div></div>	...individualism is and should be valued	...significant pressure to conform	<div>-encouragement/ celebration of individualism</div> <div>-dangers of conformity</div> <div>-consequences or effects of conforming on one's life/person</div> <div>-rewards of making one's own decisions/not conforming</div> <div>-individualism and its connection to social change (athletes, public figures)</div>	<div>-origins of pressure to conform</div> <div>-pressure to conform (physical appearance / teenagers/students / sexuality, gender, marital expectations)</div> <div>-social consequences of not conforming (teasing, shaming, rejection, exclusion)</div> <div>-negative effects of conforming on the individual and/or on society (psychological effects on the individual, historical events that took place due to mass conformity, impact of conforming on academic performance, etc.)</div> <div>-positive impacts or need for a level of conformity in society (how does conforming benefit society?)</div>	
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<p><input type="checkbox"/> <b>Lead in / Quote #1</b> (transition to 1st quote/example)</p> <p>Includes context from the article/text and an embedded quote from the text that supports your claim and a parenthetical citation.</p> <p><b>**this should be a complete idea, NOT a word</b></p>	<ul style="list-style-type: none"> <li>• <u> (Author's name) </u>, the author of the <u> (article/poem/essay) </u> <u> (title) </u> illustrates <u> (what?) </u> when he/she <u> (says/ states/ declares/ affirms/ mentions/ remarks), " _____ " (#) </u>.</li> <li>• <u> (Author's name) </u> emphasizes <u> (what?) </u> in the <u> (article/poem/essay) </u> titled <u> (title) </u> when he/she <u> (says/ states/ declares/ affirms/ mentions/ remarks), " _____ " (#) </u>.</li> <li>• Readers see <u> (what?) </u> when <u> (author's name) </u>, the author of <u> (title) </u> <u> (states/ declares/ affirms/ mentions/ remarks), " _____ " (#) </u>.</li> </ul>	
<p><input type="checkbox"/> <b>Reasoning A /Commentary A</b> 1<sup>st</sup> sentence discusses the meaning of the evidence/quote.</p> <p>Explore the CONNOTATIONS of your chosen word or phrase from your quote.</p>	<ul style="list-style-type: none"> <li>• The reference to "<u> _____ </u>" <u> (indicates/ suggests/demonstrates/ emphasizes) </u> <u> (what?) </u>.</li> <li>• By <u> (referring to /describing / pointing out) " _____ (quote) _____," </u> it is <u> (evident / clear / suggested that) </u> <u> (what?) </u>.</li> <li>• The use of the phrase "<u> _____ </u>" <u> (emphasizes/illustrates/explains) </u> the idea <u> _____ </u>.</li> <li>• The word(s) "<u> _____ </u>" <u> (reveal / show / exemplify / demonstrate / highlight / illustrate / connote) </u> <u> _____ </u></li> </ul>	
<p><b>Reasoning B / Commentary B</b> (Build on what you wrote in your first sentence of reasoning. Connect to your claim/thesis! Consider leading into your 2nd piece of evidence)</p>	<ul style="list-style-type: none"> <li>• Additionally, <u> _____ </u> is <u> (important/significant/ meaningful) </u> because <u> _____ </u>.</li> <li>• Furthermore, <u> _____ </u> <u> (demonstrates/ suggests/indicates) </u> that <u> _____ </u>.</li> <li>• Moreover, <u> _____ </u> <u> (connects to/relates to) </u> the <u> _____ </u> that <u> _____ </u>.</li> <li>• For this reason, <u> _____ </u>.</li> <li>• As a result of <u> _____ </u>, <u> _____ </u>.</li> <li>• Even though <u> _____ </u>, <u> _____ </u>.</li> </ul>	

<p><input type="checkbox"/> <b>Lead in / Quote #2</b> (transition to 2nd quote/example)</p> <p>Includes context from the article/text and a quote from the text that supports your claim and a parenthetical citation.</p> <p>***Try to connect to your first piece of evidence here in order to synthesize a new idea!</p>	<ul style="list-style-type: none"> <li>• A similar (<i>point/argument/issue</i>) is (<i>made/discussed</i>) in (<i>title of Source B</i>) when (<i>name of author/name of source</i>) states “_____” (#).</li> <li>• (<i>Title of source B</i>) <b>reaffirms</b> the idea that (<i>idea explored by source A</i>) by stating that “_____” (#).</li> <li>• The idea that (<i>idea presented in source A</i>) <b>is further developed by</b> (<i>Name of source B</i>), which states “_____” (#).</li> <li>• (<i>author of source A</i>)’s argument <b>is supported by</b> (<i>title of source B</i>)’s example of (<i>what?</i>) when (<i>author of source B</i>) states “_____” (#).</li> </ul>	
<p><input type="checkbox"/> <b>Reasoning A /Commentary A</b> 1<sup>st</sup> sentence discusses the meaning of the evidence/quote.</p> <p>Explore the CONNOTATIONS of your chosen word or phrase from your quote.</p>	<ul style="list-style-type: none"> <li>• The reference to “_____” (<i>indicates/ suggests/demonstrates/ emphasizes</i>) (<i>what?</i>) .</li> <li>• By (<i>referring to /describing / pointing out</i>) “<u>(quote)</u>,” it is (<i>evident / clear / suggested that</i>) (<i>what?</i>).</li> <li>• The use of the phrase “_____” (<i>emphasizes/illustrates/explains</i>) the idea _____.</li> <li>• The word(s) “_____” (<i>reveal / show / exemplify / demonstrate / highlight / illustrate / connote</i>) _____</li> </ul>	
<p><b>Reasoning B / Commentary B</b> (Build on what you wrote in your first sentence of reasoning. Connect to your claim/thesis! Consider leading into your 2nd piece of evidence)</p>	<ul style="list-style-type: none"> <li>• Additionally, _____ is (<i>important/significant/ meaningful</i>) because _____.</li> <li>• Furthermore, _____ (<i>demonstrates/ suggests/indicates</i>) that _____.</li> <li>• Moreover, _____ (<i>connects to/relates to</i>) the _____ that _____.</li> <li>• For this reason, _____.</li> <li>• As a result of _____, _____.</li> <li>• Even though _____, _____.</li> </ul>	
<p><input type="checkbox"/> <b>Concluding sentence</b> (Wraps up the paragraph and synthesize a new idea based on your two pieces of evidence. What do they have in common? How might they overlap? How do they support each other? What does quote 1 say vs quote 2? Is there a relationship between them?)</p>	<ul style="list-style-type: none"> <li>• Both pieces of evidence in this paragraph (<i>indicate / can lead one to conclude that / point to the fact that</i>)...</li> <li>• _____ clearly (<i>impacts / has an effect on</i>) due to _____ (and _____), which (does what?)</li> <li>• _____ (<i>identify problem</i>) continues to be a problem in society today as it (<i>why is it a problem?</i>)</li> <li>• Other</li> </ul>	

## Conclusion paragraph

Structural Components	Language of the Conclusion	Drafting Space
<p><input type="checkbox"/> <b>Restate your thesis/claim</b></p> <p>Look back at your thesis in your intro, and rewrite it. Make your thesis new and fresh by saying the same basic thing, but in new words.</p>	<p>We live in a society where individuals <i>(to a great extent/absolutely/somewhat/to a lesser extent)</i></p> <ul style="list-style-type: none"> <li>feel pressure to conform</li> <li>OR</li> <li>are valued as individuals</li> </ul> <p>because <u>    (reason #1)    </u> and <u>    (reason #2)    </u>.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>synonyms for society:</b> community / world / country / social order / the public population</p> <p><b>synonyms for verb: to pressure:</b>          -to coerce          -to force          -to obligate</p> <p><b>synonyms for verb: to conform:</b>          -to adapt          -to accommodate (who?)          -to adjust (what?)</p> </div>	
<p><input type="checkbox"/> <b>Summarize your main points (topic sentences)</b></p> <p>Go back to the body and look at some of your best ideas, and restate them here in fresh language</p>	<ul style="list-style-type: none"> <li>To summarize, <u>    (restated topic sentence #1)    </u> <i>(Additionally/ Furthermore)</i>, <u>    (restated topic sentence #2)    </u>.</li> <li>As pointed out in the previous paragraphs above, <u>    (restated topic sentence #1)    </u> and <u>    (restated topic sentence #2)    </u>.</li> </ul>	
<p><input type="checkbox"/> <b>Connect back to life/world/ society</b></p> <p>Why does this issue matter? What can we learn from it and apply to our own lives? Don't just repeat an idea that you've already said. This is where you want to present a new idea.</p>	<ul style="list-style-type: none"> <li>Our <i>(country/society/community)</i> must <i>(understand / take steps to / rethink / other?)</i> <u>    (what?)    </u></li> <li>One solution to the problem of <u>    (what?)    </u> <i>(could/would/might)</i> be to <u>    (do what?)    </u>. We could then <u>    (do or achieve what?)    </u></li> <li>Our society could benefit from <i>(recognizing that / acknowledging / working to / developing a better understanding of )</i> <u>    </u>.</li> </ul>	