

LESSON 26: *Continuing to Divide Points in the Body of Your Outline*

Today, you will further divide the main points in your outline into sub-points. As you do this, you will really begin to see how making an outline helps to organize your thoughts and refine your plan for writing.

Now that you have your Roman numerals and capital letters in place, it is time to divide your points further. The next “bullet” for demarcation will be numbers, each indented under the capital letters and followed by a period. After each of these bullets, you will subcategorize further. Look at my example, below:

- I. Introduction (stays the same – my thesis statement goes here)
- II. Body - The amount of sugar consumed by the average American, health issues caused by overconsumption of sugar, statistics on health-related issues pertaining to this topic, sugar substitutes that are healthy vs. not healthy
 - A. The amount of sugar consumed by the average American
 - 1. Facts stating how much sugar is consumed each year by the average American
 - 2. Facts stating how much sugar is consumed each year by citizens elsewhere
 - B. Health issues caused by overconsumption of sugar
 - 1. Diabetes
 - 2. Tooth issues
 - 3. Heart disease
 - 4. How sugar feeds cancer cells
 - C. Statistics on health-related issues caused by overconsumption of sugar
 - 1. How disease has escalated as sugar consumption has risen in America
 - 2. How disease has remained stable in countries where sugar is not consumed in excess
 - D. Sugar substitutes
 - 1. Unhealthy substitutes
 - 2. Healthy substitutes
- III. Conclusion

Using the example above, divide your outline into sub-points delineated by using numbers, each indented and followed by a period.

LESSON 27: *Organizing Your Conclusion in Your Outline*

Now that you have delineated the body of your outline, it's time to do the same thing with your conclusion. Since the conclusion of a research paper is not nearly as long as the body, this lesson will not take as long as yesterday's.

Using the same format that you used in the body of your outline, break up the main points and sub-points of your conclusion as you did the points in the body. Keep in mind

that the conclusion is not a continuation of the body, but rather a reiteration of the information given in your introduction, or thesis statement, fleshed out a bit by the knowledge attained by reading the information in the body, and restated.

You will recall my thesis statement, below:

“It is a sad truth that, in the United States of America, more people die from complications related to eating too much sugar than in any other country”

A conclusion to my research paper on this topic might be outlined as such:

III. Conclusion

- A. Different ways that overconsumption of sugar can be harmful
- B. Educated Americans should know better
 - 1. Many healthier alternative options available
- C. Thesis statement reworded
- D. Concluding statement

Using this example, lay out the main points of your conclusion.

LESSONS 28 THROUGH 31 : *Editing Practice*

Over the course of the next several days, you will correct any errors in the following section of the book, A Little Child Shall Lead Them, by Ami Le Feuvrf, published by Queen Homeschool Supplies, Inc. Look for any needed corrections in capitalization, punctuation, spelling, and usage, and make corrections as you rewrite the selection on the blank page to your left. You will do one section of this selection each day.

Sir Edward Wentworth was as he expressed it a “confirmed bachelor,” and through during the Autumn months He was quite willing to fill his house with his London friends, He was better pleased, to live the greater part of the year in seclusion, occupying himself with looking after his Estate and writing articles for several of the leading reviews of the day.

The advent of his small neice was indeed a great trial to him, but, with his characteristic thoroughness He determined that He would make the necessary arrangements for her comfort. Accordingly He had a long interview with her nurse; the following morning. It proved to be satisfactory. The nurse was a staid, elderly, woman who assured him she was accustomed to the sole charge of the child, and would keep her entirely under her own control.

(Tomorrow’s lesson on following page)

“I expect you would like her to be sent down to you in the evening - at desert, perhaps, sir?” she inquired.

Sir Edward pulled the end of his mustache, dubiously. “Is it necessary? I thought children ought to be in bed at that time.”

“Of course it shall be as you like, sir. You do not dine so late as some do. I thought you would expect to see her, once in the day?”

After a little hesitation sir Edward gave his permission; and when He found that Milly neither screamed nor snatched for the fruit on the table, and did not herself ingross the whole conversation, he became quite reconciled to the little, white figure stealing in, and occupying the chair that was always placed at his left-hand side for her.

LESSON 32: *Picture Study and Comparison, Research and Writing Activity*

Study the following paintings by Jules Bastien-Lepage, “Les Foins,” “Recolte des Pommes de Terre,” and “Les Bles Murs.” In your notebook, write a short comparison about the three paintings. What subject matter did Mr. Bastien-Lepage prefer to paint? How do the paintings differ? How are they similar?



Do some research on Jules Bastien-Lepage, and write a short biography about him in your notebook. Be sure to answer the following questions in your biography:

1. When did he live?
2. What country did he live in?
3. Who were his contemporaries?
4. What style of painting did he prefer? (abstract, impressionism, etc.)