

LESSON 8 • OUTLINING SKILLS

Textbook Page 8

PROVING OUTLINES WITH MAIN TOPICS AND SUBTOPICS

The Sentence Synthesis Proof: You have learned how to prove main topics with the title. Now combine subtopics with their main topics to make complete, sensible sentences. (You may add a few connecting words of your own.)

Learn About Insects

- I. Collecting
 - A. Know where to look
 - B. Know when to collect
- II. Studying
 - A. Limit the number
 - B. Mount collections
 - C. Raise live insects
 - D. Record observations

Proof Sentences:

- **Proof:** We learn about insects by (I) Collecting, and (II) Studying.
- **To learn about insects by collecting:** (A) Know where to look, and (B) Know when to collect.
- **To learn about insects by studying:** (A) Limit the number, (B) Mount collections, (C) Raise live insects, and (D) Record observations.

Directions: Prove each outline below. Follow the sentence frames and fill in the blanks using the exact words from the outline. Add connecting words where indicated.

Outline 1: How Do Zoos Get Animals

4 Sentences • 10 Blanks • 10 Points

How Do Zoos Get Animals**I. Purchase from dealers**

- A. In distant lands
- B. Animal farms

II. Donations

- A. From local people
- B. Gifts from foreigners

III. Exchanges**PROOF SENTENCE FRAMES (FILL IN THE BLANKS):**

1. Zoos get animals by (I) _____, (II) _____, and (III) _____.

2. Zoos get animals by (I) _____, (I. A) _____, and (I. B) _____.

3. Zoos get animals by (II) _____, (II. A) _____, and (II. B) _____.

4. Zoos get animals by (III) _____.

Outline 2: Superstitions About Birds

3 Sentences • 8 Blanks • 10 Points

Superstitions About Birds**I. Omens of good luck**

- A. Barn swallows nesting
- B. Wrens building nests nearby

II. Omens of bad luck

- A. Woodpecker tapping on house
- B. Bird designs on wedding cake

PROOF SENTENCE FRAMES (FILL IN THE BLANKS):

1. There are superstitions that birds are (I) _____, and (II) _____.

2. There is a superstition that birds (I) _____, if (I. A) _____, and (I. B) _____.

3. There is a superstition that birds (II) _____, if (II. A) _____, and (II. B) _____.

LESSON 8: PROVING OUTLINES WITH SUBTOPICS

Pedagogical Purpose & The Sentence Synthesis Method:

This lesson bridges outline analysis with essay paragraph composition. By synthesizing the report title, main topics (I, II, III), and subordinate ideas (A, B, C) into fluent sentences, students discover that an outline is literally a condensed summary of a piece of writing. Minor natural connecting words (prepositions, conjunctions) may be supplied to achieve grammatical fluency.

Outline 1: How Do Zoos Get Animals (10 Points)

✓ Verified Solutions

1. Zoos get animals by **purchase from dealers, donations, and exchanges.**
2. Zoos get animals by **purchase from dealers, in distant lands, and (from) animal farms.**
3. Zoos get animals by **donations, from local people, and (through) gifts from foreigners.**
4. Zoos get animals by **exchanges.**

Teacher Evaluation Notes:

- *Sentence 1:* Combines Title with Main Topics I, II, and III into a comprehensive topic sentence.
- *Sentences 2 & 3:* Expand Main Topics I and II with their supporting subordinate locations/sources.
- *Acceptable Student Variations:* Students may write gerund forms (e.g., *purchasing from dealers, receiving donations, trading exchanges*) or insert small prepositions (e.g., *from animal farms*).

Outline 2: Superstitions About Birds (10 Points)

✓ Verified Solutions

1. There are superstitions that birds are **omens of good luck, and omens of bad luck.**
2. There is a superstition that birds (are) **omens of good luck** (bring good luck), if **barn swallows are nesting**, and **wrens are building nests nearby.**
3. There is a superstition that birds (are) **omens of bad luck**, if (a) **woodpecker is tapping on the house**, and (there are) **bird designs on a wedding cake.**

Teacher Evaluation Notes:

- *Sentence 1:* Contrasts the two overarching categories (auspicious vs. inauspicious bird omens).
- *Sentences 2 & 3:* Connect specific folk superstitions with conditional clauses ("if... and...").
- *Grammar Note:* Students may write the raw outline phrases directly into the blanks (e.g., *barn swallows nesting*), or supply helping verbs (e.g., *barn swallows are nesting*). Both are 100% correct.

Scoring Guide (Total: 20 Points):

- **18 pts:** Correct information filled in all 18 blanks (1 pt per blank: 10 in Outline 1, 8 in Outline 2).
- **2 pts:** Sentence mechanics (proper capitalization at sentence start, correct end punctuation, neat handwriting).

Pedagogical Value:

- ☑ Teaches paragraph synthesis from outline notes
- ☑ Connects subordinating conjunctions ("if") with details
- ☑ Reinforces parallel structure in lists