

MELCON Outline for Five Paragraph Essay

- | | |
|---|---|
| <ul style="list-style-type: none">➔ Attention Getter - Possible Starters➔ Ask the reader a rhetorical question➔ Provide a personal anecdote or story➔ Give some statistics about the subject | <ul style="list-style-type: none">➔ Use a famous quote or proverb➔ Write an interesting fact about the subject➔ Challenge the reader➔ Use loaded or charged words related to the subject |
|---|---|

Introduction

Attention Getter:
Develop your attention getter. Give historical or background information or use a quote.
Thesis Statement (Include three main points you will analyze.)
In "Beyond Vietnam - A Time to Break Silence," Dr. Martin Luther King, Jr. uses evidence (ethos) , reasoning (logos) , and persuasive elements (pathos) to argue against America's continued involvement in the war in Vietnam.

M
E
L
L
E
L
L
E
L
L
CON

Body Paragraph #1 Evidence (Ethos)
Topic Sentence/ Main Idea: (Evidence, such as facts or examples)
First, Dr. King begins his argument by providing evidence of his credibility.
Fact Example #1: (HOW QUOTE CONNECTS TO THESIS)
He explains his vocation and how it validates his questions about the morality of fighting in the Vietnam War.
(What do you mean? EXPLAIN QUOTE)
He states: "Since I am a preacher by calling, I suppose it is not surprising that I have . . . major reasons for bringing Vietnam into the field of my moral vision."
(Why is it important?)
Clearly, he feels morally and ethically competent to make a case against the war.
Fact Example #2: (HOW QUOTE CONNECTS TO THESIS)
(What do you mean? EXPLAIN QUOTE)
(Why is it important?)
Fact Example #3: (HOW QUOTE CONNECTS TO THESIS)
(What do you mean? EXPLAIN QUOTE)
(Why is it important?)
Concluding Sentence:

M

Body Paragraph #2 Reasoning (Logos)

Topic Sentence/ Main Idea: (Reasoning to develop and connect claims and evidence.)

Second, clear reasoning is evident in Martin Luther King's argument that the Vietnam War was unjust.

E

Reasoning #1: (HOW QUOTE CONNECTS TO THESIS)

Initially, he argues that the hope that he once had of help for the poor and less fortunate was dashed by the military build-up at the start of the war.

L

(What do you mean? EXPLAIN QUOTE)

L

He wrote that the poverty program once gave him hope but "[+]here were experiments, hopes, new beginnings. Then came the buildup in Vietnam, and I watched this program broken and eviscerated . . ."

(Why is it important?)

Dr. King had hoped that poverty would be addressed. But he reasons that the money and manpower consumed by the war would take the focus and resources away from the war on poverty.

L

Reasoning #2: (HOW QUOTE CONNECTS TO THESIS)

L

(What do you mean? EXPLAIN QUOTE)

(Why is it important?)

E

Reasoning #3: (HOW QUOTE CONNECTS TO THESIS)

L

(What do you mean? EXPLAIN QUOTE)

(Why is it important?)

CON

Concluding Sentence:

M
E
L
L
E
E
L
L
CON

Body Paragraph #3 Stylistic Elements (Pathos)

Topic Sentence/ Main Idea: (Stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.)

Finally, in Dr. King's essay, he uses emotions and literary devices to argue against the Vietnam War.

Stylistic Element #1: (HOW QUOTE CONNECTS TO THESIS)

Dr. King points out the irony of watching boys fight and die for a country that won't seat them together in the same schools.

(What do you mean? EXPLAIN QUOTE)

He goes on to write: "they would hardly live on the same block in Chicago. I could not be silent in the face of such cruel manipulation of the poor."

(Why is it important?)

This is obviously an emotional plea to the reader combined with a nod to figurative language.

Stylistic Element #1: (HOW QUOTE CONNECTS TO THESIS)

(What do you mean? EXPLAIN QUOTE)

(Why is it important?)

Stylistic Element #1: (HOW QUOTE CONNECTS TO THESIS)

(What do you mean? EXPLAIN QUOTE)

(Why is it important?)

Concluding Sentence:

Conclusion

Concluding Statement:
Restate your thesis (in different words):
Ending remark:

Restate thesis - Use other words to express the main topic.

Make an evaluation or judgment about the topic (without using "I")

Use a closer - same as attention getters.

Leave a lasting impression. Raise an issue related to the topic that may be developed in another essay.

Words to avoid:

❖ I believe	❖ This paper will be about	❖ A lot or a lot
❖ I feel	❖ These are	❖ is like
❖ I think	❖ Those are	❖ is when
❖ In my opinion	❖ There are	❖ is because