

## OUTLINING THE ESSAY – for Golden Dancer essays

**Step 1:** What is your DRAFT THESIS? (Thesis is the statement that nails the focus: it answers the prompt and previews your MSP's.)

**Step 2:** What is your support? How will you prove that your thesis is a logical and accurate interpretation of the text? Each MSP should show how the message is conveyed through one specific character. This means that each MSP explains to your reader how one character supports the message that he/she is different in reality (on the inside) from how he/she appears to be (on the outside). Be sure to back up your claims with text proof.

**WHAT YOUR TYPED OUTLINE WILL LOOK LIKE – Type all this and fill in all blanks:**

NAME \_\_\_\_\_

**TOPIC=** Identify one key theme (message) in *Inherit the Wind*

**DRAFT THESIS** = One key message in *Inherit the Wind* is that \_\_\_\_\_;  
this message is conveyed through the characters of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**MSP 1:** (full sentence) = The first way the play communicates the message that appearances are deceiving is through the character of \_\_\_\_\_. At first, \_\_\_\_\_ appears to be \_\_\_\_\_, but in reality he/she is actually \_\_\_\_\_

**Text support for MSP 1 (at least one has to be a quote):**

**Proof of how this character *appears to be*:**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**A 2<sup>nd</sup> piece of proof of how this character *appears to be*:**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**Proof of how this character *really is* :**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**A 2<sup>nd</sup> piece of proof of how this character *really is*:**

- Identify this example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**MSP 2:** (full sentence) = Another way the play communicates the message that appearances are deceiving is through the character of \_\_\_\_\_. At first, \_\_\_\_\_ appears to be -----, but in reality he/she is actually \_\_\_\_\_

**Text support for MSP 2 (at least one has to be a quote):**

**Proof of how this character *appears to be*:**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**A 2<sup>nd</sup> piece of proof of how this character *appears to be*:**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**Proof of how this character *really is* :**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality; \_\_\_\_\_

**A 2<sup>nd</sup> piece of proof of how this character *really is*:**

- Identify this example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**MSP 3:** (full sentence) = A final way the play communicates the message that appearances are deceiving is through the character of \_\_\_\_\_. At first, \_\_\_\_\_ appears to be -----, but in reality he/she is actually \_\_\_\_\_

**Text support for MSP 3 (at least one has to be a quote):**

**Proof of how this character *appears to be*:**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**A 2<sup>nd</sup> piece of proof of how this character *appears to be*:**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**Proof of how this character *really is* :**

- Identify example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality; \_\_\_\_\_

**A 2<sup>nd</sup> piece of proof of how this character *really is*:**

- Identify this example or quote (+ cite) = \_\_\_\_\_
- Explain how this example or quote shows the quality: \_\_\_\_\_

**Conclusion:**

- Sum up each MSP: \_\_\_\_\_
- Echo (don't repeat the THESIS): \_\_\_\_\_
- This message [is still/ or is not] a valid [or important ] one today because \_\_\_\_\_