



## LAS 189 IM Content Guide

*Handout courtesy of Rich Morris*

These are the guidelines for writing out each of the IM areas. In writing out your IM, **remember to do all 8 areas and do them in the order laid out here.**

1. **Elements.** What are main issues, concepts, or ideas? Write three focused paragraphs on the three main elements (one paragraph for each element).

For the Elements section, I'm looking for three of the main ideas or issues each Maker raises. You do not need an introduction. Just start writing, The first **Element** is . . . . And you should start each element with a topic sentence and then support that idea in a full paragraph (of about 1/2 page per Element, which is what is needed for a fully developed paragraph). You may (and often should) use a quote from the author to focus your idea or make a point, but I don't want a bunch of quotes strung together. Paraphrase the Maker. **This is a report** of the Maker's ideas, issues, concepts; **don't add any commentary or opinion** here (those belong in Effect). And don't try to use one word elements such as The first element is race or family or class. Your topic sentence should specifically state what the Maker's point is about such specific areas. Elements are worth 10 points because they should take about a page and one-half.

2. What is the **Form**? How is the artifact constructed technically? Form is usually the most difficult, but all I want here is for you to make a paragraph that keys 4 issues:

**Genre** (which is simply the classification of the artifact such as “an action movie based on a graphic novel” or “an eighteenth-century historical novel” or “a scientific article published in an academic journal,” and so on. (1 point)

**Targeted audiences:** who is the primary audience the maker is talking to/writing for? Who's the Maker writing to? Who would have actually read it at the time? (Do not say “people who are interested in” or “anyone who.” I want specific groups identified here.) Who are the secondary audiences for the piece? (others s/he is looking to influence directly—**and don't say students**) (1 point)

**Types of evidence or support** used by the Maker to explain her/his cause or support an argument: other authors, historical incidents or examples, lawsuits, data/facts, historical figures, graphs, stats, and so on. Be specific here, but if there are too many to name, group and categorize them and give a couple of examples of each. (2 points)

**Tones:** Virtually no Maker (writer, speaker, artist of any kind) uses only one tone (if s/he wants to be effective). Find the multiple emotional (or even lack of emotional) tones each Maker uses. (1 point)

Form can be written by being very direct:

The **genre** is . . . .

The **primary audience** is . . . . The **secondary audiences** are . . . .

The **types of evidence** are . . . .

The **tones** are . . . .

3. Who is the **Maker**?

**A. Write one biographical-chronological paragraph** on the maker's life that reveals what has led the maker to deal with these issues? Do not cut and paste a lot of information from the internet; I read **Wikipedia**; **you cannot use it**. Do not just lift your paragraph from there--or any other one source. Use several sources. **Choose, synthesize, and summarize the most relevant information** on this person's life. **Paraphrase.**

**You must cite at least different, credible 3 sources here** at the end of the paragraph to get credit; moreover, if you use web sources, your source citation must be complete, not just a data base or search engine site (**NOT: ask.com, about.com, imdb.com, or Google**, but the complete valid, credible web address. If I can't type it into the address bar and get the site, you will not get credit (This part is worth 2 points.)

**B. Write another paragraph on your impression of the maker** from looking at this artifact and your research. Based solely on this artifact, what is your sense of this person, of their personality or character? Do not tell me what they want or what they did. Tell me what they are like. (This part is worth MORE than A: 3 points.)

4. What is the **Historical Context** of the artifact that drives this maker to act? What is the history of the immediate time, place, and events that leads the Maker to act? I will give you the specific time period and focus I want you to research as well as a specific term/s. Stick to this period. Again, **do not just download a list of events and dates or a timeline. Do not include irrelevant material. Write one good chronological paragraph synthesizing and summarizing the most important and relevant historical events and conditions** that lead up to the creation of the artifact. **Simply downloading a timeline will get you no points.** Write out a chronological narrative for this time period. **Put it in your own words. You must use and cite at least 3 different, credible sources here** to get credit (and the citation requirements under Maker apply here as well). (5 points)

5. What was the maker's **Purpose** in creating the artifact? What does s/he want the specifically targeted audiences to do? Of course, the Maker wants to inform and effect understanding; don't tell me that again. But what action does the Maker want to create. Use the maker's words and ideas and write one good paragraph telling what the Maker wants to accomplish overtly—and in the long run. (5 points)

6. What are the **Implications** of the artifact?

**A. Personal Implications.** Write one paragraph on **how the ideas that the maker put forth** have impacted your life—directly or indirectly? Tell how you feel about the main ideas/issues presented in the artifact. **Do not tell me they have no impact on you**; that's never a good strategy because the ideas and issues of every artifact impact every student—and it's up to you to make the connections. (3 points)

**B. Social Implications.** Write another paragraph on how the ideas and actions of this artifact have impacted society. Have the changes the Maker wants come about? Are the conditions the Maker observed still the same or have they changed? Again, don't tell me that they don't affect us. If you don't know how the Maker's ideas have impacted society, then you haven't really engaged this artifact. (2 points)

7. What **Questions** for classroom discussion do you have? **Do not write questions that can be answered by a yes or no; do not write questions of fact/short answer questions.** These are NOT quiz or test questions. Do not pose questions that cannot be answered. Do not write out questions that are answered in the artifact. Write out five relevant/pertinent/specific questions that overtly raise critical issues for discussion. (5 points)

8. What **vocabulary** is new to you? Look up and write **an appropriate definition** (that fits the context of the word) for **five words/concepts** from the artifact. You may not write out words that are already defined in any artifact. (5 points)