Research Connections

The expository element was a persuasive essay about why you should recycle. The main focus on that essay was to get the reader to understand what I am saying and convince him/her to do what is necessary for the environment. I have done this by giving many examples and details that I got through my research. First of all, the statistics that I have mentioned in the essay were from the research that I have over it. Text evidence from the essay that supports my statement is “… only 40% of paper is recycled every year and the other 60% is wasted”. Also the text evidence from the research is “estimated that 40% of paper is actually recycled very year and the other 60% is wasted” (recycling-revolution 23). The examples that I provided about things that you can recycle were from the research. In conclusion, the research for this element was helpful in implementing the statistics, examples, and some facts.

The narrative element is another essay that is somewhat closely tied to the expository element. But some may argue that they are very different. The main purpose of this essay was to tell a story about anything that may be related to recycling and teach a lesson about the theme of the story. The research was able to connect very well with this essay. This is because I was able to use the beneficial information of recycling from the research to write my narrative essay. Text evidence from the essay that shows this is “John learned that recycling reduces waste in landfills and conserves natural resources”. Also the research evidence that connects with this is “recycling can conserve the natural resources of the earth and decrease the waste in landfills” (“Do something” 10). So as you can see that information from research can help implement some text that could go along with the narrative essay.

The poem element that I have done was a good piece of writing. It is actually a pantoum poem that is filled with many lines and rhymes. Like every good poem, this one also required me to do some research over it. Now to get into the research part of my poem, I think there was a considerable amount of it implemented into the poem. First being that there was a lot of good sentences that I was looking up to go with recycling and I was able to find a good amount. Also the thing about poems is that it has to be able to rhyme. Textual evidence from the poem is “Don't get things if you won’t use them, get only what you need. Don't buy extra things to throw them away...” This was a line that I was able to make up due to the research that I have done. Text evidence from the research is that “in order to reduce, you have not get things that you don’t use and is not a good thing to get extra and end up throwing it away (Time to Recycle 16).

One of the elements that don’t seem to require research is the visual element. But that is not entirely true because it is possible to create research for a visual. So the visual element had come alive by first doing research on it. Some of the research that I have done include what I wanted to do and how I am supposed to do it. Even creating a title for the visual element was part of the research because it has to be likeable and go well with what is being portrayed in the visual. Text evidence from the visual element that supports the title had to be researched is “Do us a favor and...” That is a bit of a cliché but it seems to have worked perfectly for my visual element. This had taken research so text evidence from research was “Why don't you do us all a favor and keep your opinions to yourself” (TheFreeDictonary 3). This one was a bit insulting so I made so that it sounds nice and generous.

As for the last and final element, I present you the choice element. This element was done as a smore and showed a lot of uniqueness. The reason why could be because we were able choose whatever we wanted to do. So I had put a lot into it and it all started by researching. One way that I used the research was by implementing the examples that were given in the smore and including pictures. Text evidence from the choice element is “paper, glass, plastic, cans, scrap metal, and old electronics”. These were some of the examples mentioned in the choice element. Text evidence from the research is “paper, plastic and cans are the most recycled… glass, scrap metal and electronics are kept for a long time before they are recycled” (recycle across America). You may see some similarities between the research and choice element from the text evidence. So that’s how I was able to connect the choice element back to the research.