

Teacher Guide to Introduction Development
Hook, Line and Sinker!

“The beginning must feel like a beginning, not an accident” (Baker 9).

Step	Key questions?	Suggest these strategies - (teacher directed to student selected)
Hook	Who is your audience? What are their interests? What would grab their attention and make them want to read your writing? Does the hook fit the subject and purpose of the writing?	You can't know your hook until you know your thesis (it should be created after the thesis is written.) Some possible types of hooks: quotation, example, historical context, startling statistics, unusual fact, personal story, analogy, etc.
Line	How does your hook link to the thesis? Does the line establish the “why” for the thesis? Can you smoothly move the reader gradually from the hook to the thesis?	Try some sample clauses and phrases that suggest links: By looking at ____, the need to ____ is clear. When ____ originated this statement, little did he know that _____.
Sinker	What is the “big idea” that guides this writing (Baker 2)? What parts of the big idea do you plan to develop in the writing? How can this big idea be refined as a thesis statement? What will the rest of this writing be offering to the reader? How will the rest of the writing be organized? (optional for some writing)	The thesis prepares readers for facts, so it cannot in itself be a fact. It must be a statement that demands proof or further development (Hacker 15). The thesis should neither be too factual, too broad, nor too vague (Hacker 15). The thesis should avoid language that is “fuzzy” or contains ill-defined glittering generalities such as “interesting, good or disgusting” (Hacker 15). The preview to the manner in which the writing will develop the big idea of the paper may be specific or implied.

Variations: The length of the introduction should be proportionate to the length of the overall writing.