

# “What Makes You Proud of America”

## Essay Contest

Sponsored by Benevolent and Protective Order of Elks of The United States of America

### RULES:

1. Eligible participants must be Students enrolled in the 5th, 6th, 7th or 8th grade at the time of the contest.
2. Essay length is not to exceed 300 words.
3. Essay must be typed or legibly printed in ink. Also, Essay must be submitted as written (or typed) by the entrant.
4. Essay must be submitted for judging to the Elks Lodge nearest to the address of the entrant.
5. Participant must be identified by name, grade, school attending and sponsoring Elks Lodge on the Essay.

### AWARDS:

Plaques will be awarded by the Grand Lodge for 1st, 2nd, and 3rd Place for national winning essays in Division I and Division II. Winners will be announced at the Grand Lodge Session in St. Louis, Missouri, June 30-July 3, 2019.

### ENTRY DATE:

Essay should be submitted to local Elks Lodge on/before December 15, 2018.

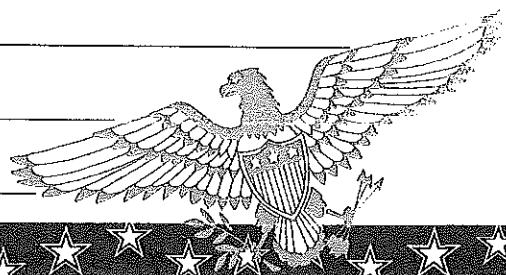
*The Essay Contest Cover Sheet must be completed for each level of competition and remain attached to the Essay.*

Sponsoring Elks Lodge: CHICO #423 No. \_\_\_\_\_

Address: \_\_\_\_\_

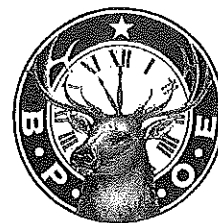
Contact Person: \_\_\_\_\_

Phone No. \_\_\_\_\_





# 2018-2019 AMERICANISM ESSAY CONTEST COVER SHEET



*(MUST be attached to each Essay)*

## “What Makes You Proud of America”

### Section 1 — to be filled out by student

Division I: 5th or 6th Grade

*(Circle One)*

Division II: 7th or 8th Grade

School \_\_\_\_\_ Teacher's Name \_\_\_\_\_

School Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

Student's Name \_\_\_\_\_ Male  Female

Age \_\_\_\_\_ Grade \_\_\_\_\_ Parent's Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Home Phone (\_\_\_\_\_) \_\_\_\_\_ E-mail \_\_\_\_\_  
*(used only to contact the winners)*

Send to Local Lodge no later than December 15, 2018.

### Section 2 — to be filled out by Lodge Chairman

Chairman's Name \_\_\_\_\_

Chairman's Home Phone Number (\_\_\_\_\_) \_\_\_\_\_

Sponsoring Lodge Name & Number \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

*Select the top three essays from each division and send them to the District Americanism Chairman by January 31, 2019 or the date established by the State Chairman. (Top three only, do not separate as 1st, 2nd, or 3rd.)*

### Section 3 — to be filled out by District Chairman

Chairman's Name \_\_\_\_\_ District \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Chairman's Home Phone Number (\_\_\_\_\_) \_\_\_\_\_

*Select the top three essays from each division and send them to the State Americanism Chairman by February 28, 2019 or the date established by the State Chairman. (Top three only, do not separate as 1st, 2nd, or 3rd.)*

### Section 4 — to be filled out by State Chairman

Chairman's Name \_\_\_\_\_ State \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Chairman's Home Phone Number (\_\_\_\_\_) \_\_\_\_\_

*Select the 1st, 2nd & 3rd place winners for your State and send the 1st place winner from each division to the Contest Administrator, David P. Cioe, by March 31, 2019.*

October 1, 2018

Dear Educators,

Chico Elks Lodge #423 invites you and your students to participate in the National Elks Americanism Essay Contest. **This year's theme is "What Makes You Proud of America?"**

These essays should be no more than 300 words long and will be judged on originality, topic development and language conventions and mechanics. If at all possible, please have your students format their essays to one side of the paper. Use your district's expository writing rubric as a guide if you wish. Good writing is good writing .

You have some options in how your students can participate. You might have the class or grade level team choose the best essays or let the students themselves vote. You might make participation voluntary or a homework assignment. You may turn in as many good essays as you wish.

**Essays are due in our lodge any time between October 1<sup>st</sup> and December 15, 2018.** Each essay must be accompanied by an official cover sheet and may be written by hand or by using Microsoft Word. Please see the page of essay contest rules for more information or go to [chicoelks.com](http://chicoelks.com) and click on "Events". Entry and submission information will be located there very soon.

In early January the essays will be judged by a group of Elks, including current and retired educators. The team will choose the top three essays in each of two divisions: Division 1 (combined 5<sup>th</sup> and 6<sup>th</sup> grades) and Division 2 (combined 7<sup>th</sup> and 8<sup>th</sup> grades). Local winners will receive cash awards and students and their families and their teachers will be invited to a dinner at the lodge to receive their awards and prizes. The first place essays in each division will move up to judging in a district level. Winning district level essays will then go on to both the state and national level. All area students who participate will receive a certificate from Chico Elks Lodge #423.

We know very well and appreciate the demands on your time and the decisions you make in planning and delivering instruction to your students. Many of us on this committee are working or retired educators ourselves. The essay meets Common Core Standards in both Text Types and Purposes and Production and Distribution of Writing.

If you have any questions, please feel free to contact us.

Thank you,

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530-514-5817

Norm Stump Sr.  
[normstumpsr1@gmail.com](mailto:normstumpsr1@gmail.com)  
530-343-1431

# Common Core ELA Standards Met in Writing this Essay

## 5<sup>th</sup> Grade Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  1. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  3. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
  4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  5. Provide a concluding statement or section related to the information or explanation presented.

## 5<sup>th</sup> Grade Production and Distribution of Writing

4. Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

## 6<sup>th</sup>-8<sup>th</sup> Grade Text Types and Purposes

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  4. Use precise language and domain- specific vocabulary to inform about or explain the topic.
  5. Establish and maintain a formal style and objective tone.
  6. Provide a concluding statement or section that follows from and supports the information or explanation presented.

## 6<sup>th</sup>-8<sup>th</sup> Grade Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.