

# Expository Essay Example

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English 101

October 16, 2024  
Mrs. Jenkins

HEADING

## It's Morphing Time: Power Rangers and a New Media Landscape

TITLE

INTRO

While some teenagers have to deal with zits, math tests, and asking a crush to prom, others wear colored bodysuits and perform martial arts against strange, extra-dimensional evil. Premiering in the U.S. in the early 90s, *Power Rangers* presented a weird, new form of entertainment, introducing children to martial arts and Japanese culture in the trappings of Saturday morning programming and the after-school special. Despite its often fantastical leanings, *Power Rangers* presented an integral turning point in children's programming and media at large.

Although it presented something new and largely unseen by Western audiences, *Power Rangers* was anything but. All of the action scenes were taken directly from Japan's *Super Sentai* series (specifically *Kyoryu Sentai Zyuranger*), intercut with scenes of an American cast existing within tranquil Angel Grove. The *Super Sentai* series stayed within the traditions of the long-running line of programming known as *tokusatsu*, meaning "special effects" (a reference to the use of practical special effects).

Transplanting Japanese cultural media and overlaying it upon an American production and audience posed its own challenges, but the almost immediate success came from its own storytelling. At first blush, winding fantastical adventures and impressive martial arts into the everyday lives of American teens (who dealt with bullying, teamwork, and celebrating birthdays) seems disparate. However, the combination led to instantly relatable stories that resonated with children, imparting ideas of community and selflessness through skills and talents of all forms, physical, mental, and emotional.

In conclusion, *Power Rangers* presented an amalgam of different cultural ideas to create a new children's media landscape. The original series has since given rise to ongoing series, along with offshoot books, comics, and other media. For many kids, the show was an introduction to new ideas that were still grounded within the parks, schools, and suburbs of their lives. It was a form of escapism and imagination that stayed within the bounds of a reality that could be cruel, difficult to understand, or full of light. It just took some friends, some martial arts, and the ability to morph into something new.

BODY

- Use similes, metaphors, and other figurative language within your body paragraphs.
- Get familiar with your subject to find exactly what interests you about it.

CONCLUSION

# Descriptive Expository Essay Example 6th Grade

**S Marginson**



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Wendling, Rhia Roberts, 2009-10-12 A hands on guide for anyone who teaches writing to students with learning disabilities This valuable resource helps teachers who want to sharpen their skills in analyzing and teaching writing to students with learning disabilities The classroom tested research proven strategies offered in this book work with all struggling students who have difficulties with writing even those who have not been classified as learning disabled The book offers a review of basic skills spelling punctuation and capitalization and includes instructional strategies to help children who struggle with these basics The authors provide numerous approaches for enhancing student performance in written expression They explore the most common reasons students are reluctant to write and offer helpful suggestions for motivating them Includes a much needed guide for teaching and assessing writing skills with children with learning disabilities Contains strategies for working with all students that struggle with writing Offers classroom tested strategies helpful information 100 writing samples with guidelines for analysis and handy progress monitoring charts Includes ideas for motivating reluctant writers Mather is an expert in the field of learning disabilities and is the best selling author of Essentials of Woodcock Johnson III Tests of Achievement Assessment

**Handbook of Research on Writing** Charles Bazerman, 2009-03-04 The Handbook of Research on Writing ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook s 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

Linguistics and Language Behavior Abstracts, 1994

**Iowa State Journal of Research**, 1979

**A Complete List of Adopted Textbooks, Including Workbooks,**

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