

4d

REQUIREMENT FOUR (D):
PERSUASIVE ESSAY ASSIGNMENT ALTERNATIVE

4d

DUE DATE: Lesson 44

Why should our government care about your problem?

This assignment will be a combination of everything that you have learned about government and the *Constitution* with your Getting Involved Project issue. The following pages will describe the assignment, the process, and the grading procedure for this project. This assignment will consist of three separate parts:

- Part I. Five- Paragraph Essay (including all supporting pages) or Flash Presentation
- Part II. Endnotes or Flash Endnotes
- Part III. Bibliography or Flash Bibliography

Part I – Persuasive Essay

Five-Paragraph Essay (or Flash Argument) with Endnotes and Bibliography

A. Format: Flash Argument or Traditional Five-Paragraph Text Essay

*** In lieu of the traditional text essay, you may choose to create a Flash Argument using text and images to convey your argument. You will still be required to include all of the elements listed below. The difference is that you will not need to write an entire essay. You may use the Flash program to create images, text, and movement or transitions to convey your thesis statement, your supporting ideas, the supporting evidence for your ideas, and clear transitions between ideas. You will be graded using the same rubric and grading procedure that the essay writers are graded with.*

The entire project must include each of the following pieces, complete and in order:

1. Persuasive Essay Process Sheet and Rubric
2. Research Guide
3. Essay Graphic Organizer
4. First Draft of Essay (with revisions) or Flash Argument (with revision notes)
5. Second Draft of Essay (with edits) or Flash Argument (with edit notes)
6. Final, typed essay (with title page, endnotes and bibliography – see below) or Final Flash Argument

The final, typed essay must follow ALL of the rules listed below on writing a formal essay. Any essay that does not follow these guidelines will receive an automatic “no credit”.

- Typed, double spaced
- 12 pt. font (preferably Times Roman, but you may use another readable font)
- 1 inch margins - all the way around the page.
- Include a title page that has a title, your name, class title, period and date

B. Content

This essay or Flash Argument should answer the above question – Why should our government care? You need to convince the reader that your problem is worth the time and money to fix. To do this you will need to be persuasive, creative, and passionate about your topic. However, you will also need strong information and facts to back up your opinion. Your assignment must, at a minimum, include the following content:

- Why did you choose this issue/problem? Why do you care?
- Why should our government care? Connect your issue to the US, State and Local Constitutions (use your Action Plan!)
- Explain which level of government is the most responsible and why.
- Explain and summarize current events stories that are about your issue. What's currently happening about your problem?
- Explain what you hope to do about this issue/problem (use your Action Plan!).

C. Endnotes

Every time that you include facts, information, or quotes in your essay that you received from somewhere else you need to cite them (give credit to the people who wrote or researched that piece of information). To do this you need to number each fact, paraphrase, or quote in your essay or Flash presentation and have an Endnotes page that lists where you received this information. The endnotes page should follow this format:

Cite #. Author Name, Date

For Example:

1. Javier Gutierrez, June 2003
2. Bart Simpson, April 2003

D. Bibliography

The endnotes that you have cited should refer to sources that you used for your research. Thus, when I see Javier Gutierrez listed as one of your endnotes, I should be able to look at your bibliography to see what the title, page number, and publisher are for that particular source.

To complete a bibliography, you need to list all the sources that you used for your project (remember you need to have at least 5!) even if you did not cite any of them directly. The format for your bibliography should follow the formats listed on the next page.

Bibliography Formats

FOR THE CLASS READINGS AND NOTES

Class Notes

Gutierrez, Javier. "Cold War Beginning Notes," Class Notes. January 30, 2000

Class Reading, Author:

Haley, Alex. "Roots," US History Class Reader. Page 27-28.

Author Unknown

"Emmett Till," US History Class Reader. Page 11-12.

FOR A BOOK:

One Author:

Shippen, Katherine. *A Bridle for Pegasus*. New York: Biking, 1951 pp 28-42

Two or more Authors:

Taylor, Tom and Ernest, Mary, et. al. *Christians in the 21st Century*. New York: Philomel, 1994, pp. 123-127

FOR AN ENCYCLOPEDIA:

Author:

Piccard Don. "Balloon". *The World Book Encyclopedia*. 1964. vol. 2. pp 39-44

Author Unknown:

"Balloon – The First Aircraft of Man" *Compton's Pictured Encyclopedia*. 1964. vol.2. pp 34-42

CD-ROM

Piccard, Don "Balloon". *The World book Encyclopedia*. 1964 vol.2. pp 39-44. CD-ROM. 1998

FOR A MAGAZINE:

Author:

Lewis, C. "Navy Unveils Low-Cost Sounding Rocket" *Aviation World* 69:6. pp 49-52 November 3, 1958

Author Unknown:

"Beauty Tips of the Red Head." *Scissor Cuts* 22:3. p 14. October 1990

FOR THE INTERNET

WWW basic format:

Swallow, Ryan & Alyssa. "Ryan & Alyssa's links for kids." <http://www.webfeats.com/illusion>. 5 May 1995



Part II – Persuasive Essay Process Sheet

A. Persuasive Essay Criteria

1. Thesis statement
2. 2 or more supporting statements
3. 1 acknowledgment of an opposing view and a counter argument with 2 pieces of supporting evidence
4. 2 pieces of evidence for each supporting statement from reading, class statistics, class notes, Internet, and/or historical event.
5. All quotes and references must be cited correctly
6. Essay (or Flash argument) must be at least 5 paragraphs long (or organized into at least five cohesive segments)
7. Sentences must be grammatically correct
8. The thesis statement, supporting reasons, and evidence is convincing and covers the 5 topics: why did you choose this topic; why should our government care; which level of government is responsible; what is currently happening on your issue; and how are you going to get involved.

B. Persuasive Essay (or Flash Argument) Drafting Process

* The drafting process below is the same for Flash, except that you may wish to use a Flash Storyboard as your outline.

STEP 1: Write five to six arguments for your viewpoint, as well as three to four points the opposition might take. Finally, write statements refuting the opposition.

STEP 2: Complete an outline (Essay Graphic Organizer, Circle Diagram, Flash Storyboard, or a format of your choice). Have your teacher initial it to show that you completed it on time.

STEP 3: Look at the **Persuasive Essay Rubric** and select the grade you would like to achieve. Circle the grade. Be sure to hand the Rubric in with your final draft.

STEP 4: Using your outline, write (or create in Flash) your first draft as homework. Spelling, punctuation and grammar do not count in this draft; your ideas do. Make sure you write in full sentences and full paragraphs. The following is the format for a Persuasive Essay in paragraph form:

Paragraph 1 = Your thesis statement, your 2 reasons (at least 2, but you might have more) that led you to believe your thesis statement is true, the opposing argument, and a closing sentence.

Paragraph 2 = Your first reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.

Paragraph 3 = Your second reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.

Paragraph 4 = A possible counter argument to your reasons and at least 2 pieces of evidence that refute that argument, and a closing sentence.

Paragraph 5 = Your closing statement which should be your initial thesis statement restated in a new and different way, questions you may still have and why you have them, and a closing sentence that wraps all of your ideas up and attempts to persuade the reader to believe your argument.

If you have more than 2 supporting reasons, the same format is true, you will just have more than 5 paragraphs. Have your teacher initial your first draft to show that it was finished on time.

STEP 5: Have a partner revise your first draft using the following technique (if you worked in Flash, your partner should take notes on a separate sheet of paper):

(Make sure your partner is writing directly on your second draft! If your partner makes no suggestions and does not help you to make any changes, you need to get a partner who will. It is your paper and your responsibility to improve it. Points will be taken off for no suggestions and no changes because there were no suggestions!)



- 1) In a different color pen or pencil directly on the first draft, check to make sure there is an original title. If not, circle it and write a note that tells them to get one or if you are feeling generous, give them a couple of suggestions.
- 2) In their first paragraph, make sure their thesis is clear and understandable. If it is not, write them a note that tells them it is not clear and explain what isn't clear by asking them good questions that you may have about it.
- 3) In their first paragraph, check to make sure that they have at least 2 reasons that support their thesis statement. If they do not, write them a note that tells them they are missing a reason or that their reason is not clear. Be sure to explain why it is not clear. Suggest how they might make it better.
- 4) In the first paragraph, check to make sure they have mentioned the opposing argument. If they did not, write them a note that asks them to add it. If you are feeling generous, you may suggest how and where they might add it.
- 5) In their first paragraph, check to make sure that they are using logic, reason, and emotion to persuade the reader. If they are not, write them a note that tells them they need to add it. If you are feeling generous, give suggestions for where they might insert it and what it might say.
- 6) In their first paragraph, make sure they have a closing sentence that wraps up their thoughts and ideas for that paragraph. If they do not, write them a note that tells them to put one in. Make a suggestion as to what they might write.
- 7) In their second paragraph, make sure they have stated their first reason and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 8) In their second paragraph, make sure they have at least 2 pieces of evidence from the readings/research, their lecture notes, class statistics, or any other source that supports their reason and that they have made clear how the evidence supports the reason. Make sure they have written the page number and the source for each piece of evidence. Finally, make sure they have placed quotation marks around the text. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 9) In their second paragraph, check to make sure that they are using logic, reason, and emotion to persuade the reader. If they are not, write them a note that tells them they need to add it. If you are feeling generous, give suggestions for where they might insert it and what it might say.
- 10) In their second paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to write that sentence. Give them a suggestion as to what to write.
- 11) In their third paragraph, make sure they have stated their second reason and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they write it.
- 12) In their third paragraph, make sure they have at least 2 pieces of evidence from the readings/research, their lecture notes, class statistics, or any other source that supports their reason and that they have made clear how the evidence supports the reason. Make sure they have written the page number and the source for each piece of evidence. Finally, make sure they have placed quotation marks around the source text. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 13) In their third paragraph, check to make sure that they are using logic, reason, and emotion to persuade the reader. If they are not, write them a note that tells them they need to add it. If you are feeling generous, give suggestions for where they might insert it and what it might say.
- 14) In their third paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to write that sentence. Give them a suggestion as to what to write.
- 15) In their fourth paragraph, make sure they have stated the opposing view/s for their argument and a counter argument for each opposing view they state. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they write it.
- 16) In their fourth paragraph, make sure they have at least 2 pieces of evidence from the readings/research, their lecture notes, class statistics, or any other source that supports their counter argument and that they have made clear how the evidence supports the counter argument. Make sure they have written the page number and the source for each piece of evidence. Finally, make sure they have placed quotation marks around the source text. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 17) In their fourth paragraph, check to make sure that they are using logic, reason, and emotion to persuade the reader. If they are not, write them a note that tells them they need to add it. If you are feeling generous, give suggestions for where they might insert it and what it might say.
- 18) In their fourth paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to write that sentence. Give them a suggestion as to what to write.

- 19) In their fifth paragraph or their closing paragraph, make sure they have restated their thesis statement in a new and different way. If they did not, write them a note that asks them to do this. Give them a suggestion as to how to write it.
- 20) In their fifth paragraph, check to make sure that they are using logic, reason, and emotion to make a final appeal to persuade the reader. If they are not, write them a note that tells them they need to add it. If you are feeling generous, give suggestions for where they might insert it and what it might say.
- 21) In their fifth paragraph or their closing paragraph, make sure they have summed up their ideas and that they have written a closing sentence. If they did not, write them a note that asks them to do this.
- 22) Essays with more than 5 paragraphs have more reasons. That means you will need to check each supporting reason paragraph to make sure it contains the necessary elements!

When your partner has finished revising your paper, have them write at the top of your paper "Revised by and sign their name."

STEP 6: Second Draft – Based on the suggestions of your partner, write your second draft. Your second draft must include the changes that your partner suggested. Have your teacher initial your second draft with the suggested changes.

STEP 7: Edit – Have a partner edit your second draft in a different color pen or pencil. Using the Editing Skills List, have a partner write their suggested corrections directly on your second draft. When they have finished, have them write at the top of the essay, Edited by and their name.

STEP 8: Type your paper. Make sure to follow the typing requirements at the top of this page. When you are done typing, print it out. Staple everything together in the following order: this sheet on top, your **Persuasive Essay Rubric**, typed final draft, second draft, first draft, essay graphic organizer, Research Guide.

C. Persuasive Essay Grading

GRADING PROCEDURE:	YOUR GRADE:
Research Guide	4 points _____
Essay Graphic Organizer	4 points _____
First draft	6 points _____
Second Draft	6 points _____
Revisions	4 points _____
Peer Edit	4 points _____
Final Draft	6 points _____
Rubric Grade	6 points x 2 _____
 Total possible	 _____
	YOUR _____
	TOTAL _____

To figure out your grade, divide your total points by the total points possible and multiply by 100. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below

