

# Persuasive Essay

Objective: We will define components of and write a **cohesive** persuasive essay.

# Activating Prior Knowledge

- What do you know about persuasive essays?
- What do you know about the formula for a basic Introduction?

○ Hook

○ Overview of topic/background information

○ Thesis Statement (responds to prompt and states what you are going to PROVE)

# Concept Development

- **Q: What is Persuasive Writing?**
  - A persuasive essay is used to persuade the reader to adopt a certain view or take a specific action using logical, emotional, and ethical reasons.
- **Do I include my own opinion?**
  - A: Yes!!! A persuasive essay is your opinion, however you must convince the reader to agree with your point of view using various forms of evidence. **You cannot use "I."**

# Including Your Opinion

- Support your opinion with evidence such as:
  - Quotes from experts
  - Statistics
  - **Facts**
  - **Examples**
  - **Analogy**

# Author's Purpose

- To convince another to see your viewpoint
- To expose problems and possible solutions
- To make a logical argument
- To argue and sway people to change their mind or their behavior
- To call people to take action

# Quick Check

- What is the purpose of a persuasive essay?
- What are the components of an introduction?
- What point of view should be used when writing a persuasive essay?
- What are different types of evidence that can be used to support your opinion?

# Importance

**Q: Why is it important to be able to write a persuasive essay?**

**A: The ability to articulate one's thoughts in a concise and fluid manner while convincing another to see your viewpoint is a powerful attribute that few individuals possess. Moreover, you will encounter this genre on your CAHSEE exam, in textbooks, and out in the real world.**

Persuasive Writing Is Not:

Expository

Narrative

A Response to Literature



# Your Turn

- **Guided Practice Dissecting the prompt**
  - **(Thinking part)** Some countries have a mandatory requirement for military service after high school graduation. Some believe that service to one's country is a way of showing honor to his/her homeland. Others believe not everyone has the abilities needed to perform the specific duties that the military requires.
  - **(Writing Part)** Write a persuasive essay in which you argue for or against mandatory military service. Convince your reader of the credibility of your argument through the use of appeals. Be sure to address your reader's objections or counterclaims.
  - **\*\*What is the important information in the prompt? (Pair share) Underline the essential words in the prompt.**

# Your Turn

What are the clues in the prompt?

- **(Thinking part)** Some countries have a mandatory requirement for military service after high school graduation. Some believe that service to one's country is a way of showing honor to his/her homeland. Others believe not everyone has the abilities needed to perform the specific duties that the military requires.
- **(Writing Part)** Write a persuasive essay in which you argue for or against mandatory military service. Convince your reader of the credibility of your argument through the use of appeals. Be sure to address your reader's objections or counterclaims.

# Independent Practice

- Brainstorm what you are going to talk about on the back of the prompt



# Introduction

- Guided Practice
  - Review the formula (HOT)
  - **H**ook (Introduce basic idea/topic)
  - **O**verview of topic/background information
  - **T**hesis Statement (responds to prompt and includes what you are going to PROVE/PRESENT in your essay)

# Sample Prompt

- **Madera High School has incorporated Intervention into the school day in order to improve student grades and responsibility.**
- **Write a persuasive essay explaining whether or not Intervention is a valuable remediation tool. Convince your reader of the credibility of your argument through the use of a logical appeal, an emotional appeal, and an ethical appeal, providing precise evidence to support your position. Be sure to address your readers' objections or counterclaims. Close your essay with a clear call to action.**

# Introduction

- Guided Practice
  - **Hook-Connect with your audience**
  - Madera has an epidemic on their hands! Symptoms include a plethora of F's, low test scores, and rampant student apathy. **Overview of topic/background information (maybe give definition?)**
  - Looking to put an end to this crisis, school administrators have implemented a 15 minute period known as Intervention. Essentially, intervention can be seen as a study hall/tutoring program. If students have missing assignments and/or have performed poorly on exams, they are required to attend intervention. However, students not assigned Intervention are rewarded with 15 extra minutes for break, lunch and afterschool.
  - **Thesis Statement (responds to prompt and states what you are going to prove)**
  - Intervention is a valuable remediation tool because students are given the opportunity to complete their missing assignments, teachers can work one-on-one with their students who need additional assistance, and students have a quiet place to complete their work.

# Your Turn

(three students share out to class)

- Independent Practice
  - Write your own Introduction following the formula.
  - **H**ook (Introduce basic idea/topic)
  - **O**verview of topic/background information
  - **T**hesis Statement (responds to prompt and lists supporting ideas)

# Introduction Review

- Checking for understanding
  - How did we do?
  - Pair share your Introduction with your partner
  - Whole class share



# Body Paragraphs

- Concept Development

- Formula=T SET

- topic Sentence states supporting idea (what is that ¶ going to be about?)
- support idea w/ evidence using details and examples
- explain the evidence, connecting it back to the topic sentence
- transition Sentence/Tie up topic so you can progress to the next supporting idea

# ASK YOURSELF

- 1) What is this paragraph going to about? State your argument.
- 2) How will you support your argument? Use a logical, ethical, or emotional appeal .
- 3) Explain your evidence?
- 4) Transition/Tie up your topic so you can continue to the next reason.

# Example: Topic Sentence

What is your argument?

Intervention is a valuable remediation tool because it teaches students accountability.

**CFU: Is this a logical, ethical or emotional appeal?**

## Example: SUPPORTING EVIDENCE

- Provide **Evidence**: Fact, Analogy or Example

This policy holds students accountable for missing assignments or poor assessment grades by requiring them to complete or make up work.

## Example: EXPLAIN EVIDENCE

- ) Explain evidence (connect to topic sentence-How does Intervention teach accountability?)

Instead of students being allowed to fail without further consequence, they are now required to serve 15 minutes of their free time because of their failure to meet expectations. This way, students learn there are repercussions to their actions.

## Example: Tie it up/Transition

- Intervention, just like the real world, holds individuals accountable for their choices; nevertheless, this is not the only reason why intervention should continue.



# Body Paragraphs

- 2<sup>nd</sup> body paragraph will be written at home by you.
- Tips
  - Plan out your 2<sup>nd</sup> body paragraph by using the graphic organizer
  - Write out your 2<sup>nd</sup> body paragraph using a DIFFERENT REASON/APPEAL
- Transition at the end of the 2<sup>nd</sup> body paragraph will use a phrase from the “contrast” category
  - Some work, some won't. Which ones will work?



# Body Paragraphs

- Body Paragraph 3=Address and Refute counterargument
- Topic Sentence (what is that ¶ going to be about?)
- **Refute Counterargument AND Explain (How/Why can you prove counterargument wrong)**

# Counterargument

- Topic Sentence (what is that ¶ going to be about?)
- **EXAMPLE (Some may argue, Some people may say)**
- Some critics may argue that 15 minutes of remediation or allotted time for make-up work is not sufficient for students to improve their grades.



# Counterargument

- Present Counter Reason/Evidence
- **EXAMPLE (They might claim...)**
- Critics might claim that a teacher cannot realistically address the various needs of students—such as low test score, remediation of skills, missing assignments, etc.—in 15 minutes.
- Which type of evidence is this? **FACT, EXAMPLE OR ANALOGY**

# Counterargument

- Refute Counterargument AND Explain (How/Why can you prove counterargument wrong)
- **EXAMPLE (However, Nevertheless)**
- **What point could YOU make to REFUTE this claim?**
- However, this argument is invalid because a minimal amount of time to assist deficient students is better than not addressing the problem at all. To combat the issue of time, teachers can collaborate by dividing students amongst themselves based on their needs so each teacher focuses on different issues. Even though the time may be brief, intervention affords students an opportunity improve their grades.

# Conclusion

We will identify and write components of a conclusion

- Concept Development
- Formula=RAP it up
  - Rephrase Thesis
  - Argument Summary
  - Provide a **call to action**

# Conclusion

## ○ Rephrase Thesis

- **Find ORIGINAL Thesis and restate in new words**
- **ORIGINAL:** Intervention is a valuable remediation tool because students are given the opportunity to complete their missing assignments, teachers can work one-on-one with their students who need additional assistance, and students have a quiet place to complete their work.
- **Restatement:** For many valid reasons, Madera High should continue to utilize intervention as a means of support for struggling students.

# Conclusion

## What are the steps?

- Formula=RAP it up

- **R**ephrase Thesis

- 1. Find Thesis in Introduction
- 2. Re-write it using new words

- **A**dd summary of supporting ideas

- 1. Identify supporting details in body paragraphs
- 2. Write 1-3 sentences summarizing those details

- **P**rovide significance

- 1. Explain why this topic is important to know about (\*\*Remember, don't use "I")



# Conclusion

- rephrase Thesis
  - 1. Find Thesis in Introduction
  - 2. Re-write it using new words
- Thesis: In any setting, team collaboration consists of both strengths and challenges.
- Restate: Clearly, there are both benefits and drawbacks to teamwork.
- Your turn!

# Conclusion

- Add summary of supporting ideas
  - 1. Identify supporting details in body paragraphs
  - 2. Write 1-3 sentences summarizing those details
- **Summary: Working as part of a collaborative team allows you to work more efficiently and strengthen relationships. However, it also requires trust and effective communication. Teamwork is a valuable skill, but there are also potential problems.**
- **Your turn!**

# Conclusion

## **○** Provide significance

- 1. Explain why this hobby/activity is enjoyable. (\*\*Remember, don't use "I")
- Even though it has both benefits and shortcomings, teamwork is still foundational to almost any type of collaborative group.
- Your turn!

# Conclusion

- Independent Practice
  - Label the components (RAP) in your Conclusion

# Closure

- What paragraph sums up the essay?
- What is the formula for a conclusion?
- What did you learn?