

Name: _____

Date: _____

ARSON ON ARLINGTON DRIVE?

Detective Saunders wasn't sure what to make of the strange pair of fires that had occurred on Arlington Drive, but he was certain of one thing – he needed to find an explanation before there was a third. The first fire had occurred at approximately 12:30 pm on Tuesday, a sunny day with strong winds from the southwest. By the time anyone noticed the blaze, it was too late to save the Carter family's garage. Luckily, it was detached from the house, no one was hurt, and the fire didn't spread.

The second fire took place the following day, a cloudy but dry day, at about 2:00 pm. Frank Hudson alleges to have been working in his shed when it inexplicably caught fire, but he managed to escape without injury. After interviewing all the witnesses he could find, Detective Saunders had a confusing collection of leads in his notebook.

15-year-old Jenna Riley reported finding a pair of eyeglasses on the sidewalk as she was walking her dog Tuesday morning. In order to make them more visible for the owner to find, she stuck the arm of the glasses through the holes of a stop sign post on the corner of the Carter home. Possible fire starter due to magnification of the sun?

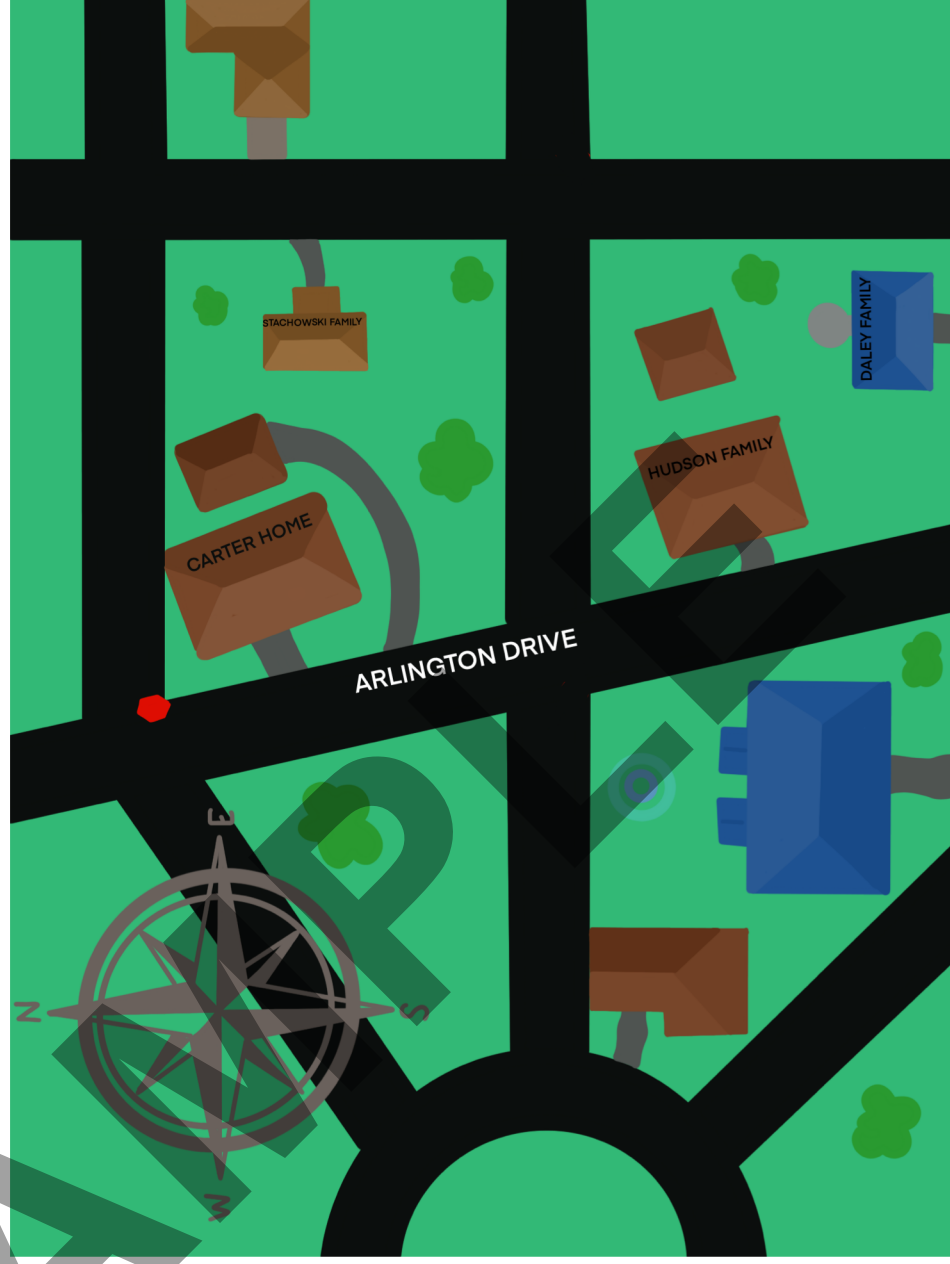
Mr. and Mrs. Hudson report that he had quit smoking several years ago, but next-door neighbors report the occasional smell of cigars from his shed.

Several neighbors reported the sound of firecrackers on Wednesday afternoon. The Daley boys denied having set off any firecrackers, but they might be lying because they're illegal in the state. The detective noticed some burn marks on the Daleys' back patio, but they appear to be old.

Marcia Hudson was burning dry leaves in her backyard on Tuesday afternoon. She only left the fire for a moment to answer the phone. She was sure the fire was dead before going to bed that night.

The Stachowski family, who live just behind the Carters, had a backyard campfire on Monday evening. They also report making sure the fire was dead before going to bed.

Was this truly the work of a neighborhood arson, or just a string of unfortunate coincidences? Detective Saunders needs your help to crack the case.



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ARGUMENTATIVE WRITING

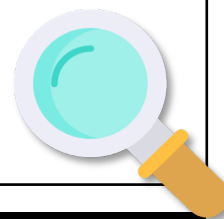
Case Report

Student Directions: Your detective agency has been hired to investigate what has happened in the mystery story you've just read.

In the boxes below, fill out your case report with potential theories (claims) and evidence from the crime scene synopsis and picture.

What You Need to Solve: **What caused the fires on Arlington Drive?**

Before you begin, write down ALL of the clues that you notice. Include clues from the story and from the drawing!



CLAIM	PREMISE	EVIDENCE	JUSTIFICATION
Write a concise sentence, stating what happened.	Write a reason that supports your claim about what indeed happened.	Write a direct quote from the synopsis or provide a specific clue from the photograph taken at the scene of the crime that supports your claim and premise.	Write 2-3 sentences explaining what the evidence from the synopsis/picture means and why that meaning is important.

COUNTERCLAIM**EVIDENCE****JUSTIFICATION**

Write a concise counterclaim, stating a different theory about what happened. Include the reason for this theory here as well.

Write a direct quote from the synopsis or provide a specific clue from the photograph taken at the scene of the crime that supports your counterclaim and premise.

Write 2-3 sentences explaining what the evidence from the synopsis/picture means and why that meaning is important.

Which piece of evidence do you think most strongly supports what happened? Explain.



ARGUMENT

**A REASON FOR OR AGAINST
BELIEVING SOMETHING**

INCLUDES A CLAIM (BELIEF)

INCLUDES A PREMISE (REASON)

**A STRONG ARGUMENT INCLUDES
EVIDENCE (FACTS) THAT SUPPORT
THE PREMISE**



CLAIM

**A BELIEF OR ASSERTION
(STATEMENT OF FACT) THAT ONE
SETS OUT TO PROVE
IT CAN BE ARGUED
ALSO KNOWN AS A THESIS**



COUNTERCLAIM

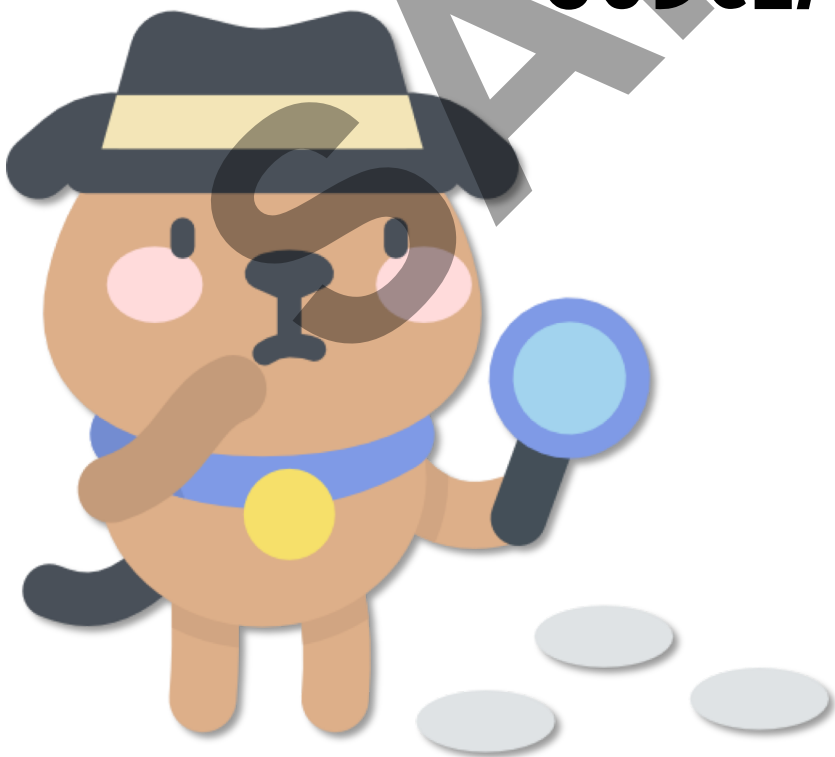
**A CLAIM MADE TO DISPROVE
OR CONTRADICT A
PREVIOUS CLAIM
IT CAN BE ARGUED**



PREMISE

**A REASON FOR (OR AGAINST)
BELIEVING A CLAIM**

**ALSO KNOWN AS A
SUBCLAIM**



EVIDENCE

**A FACT THAT SUPPORTS
THE PREMISE**

**CAN BE A QUOTE DIRECTLY
FROM THE TEXT**

**ALSO KNOWN AS A
SUPPORTING DETAIL**



JUSTIFICATION

**DETAILED EXPLANATION THAT
CONNECTS THE EVIDENCE TO THE
PREMISE AND TO THE CLAIM
ALSO KNOWN AS COMMENTARY
OR EXPLANATION**



INTERESTING QUESTION



Write a question that connects to the topic of your essay. Strive to answer the question in your essay!

TOPIC

IS INTERNET ACCESS
ESSENTIAL FOR
SUCCESS AT THIS
TIME?

HOOK

example:

How did people ever accomplish anything without the internet?

Types
of hooks

QUOTATION



HOOK

Begin your essay with a powerful quotation. Identify the speaker and quote the words directly using proper punctuation. Make sure the quotation directly connects to your essay topic.

example:

According to Plutarch, "The mind is not a vessel to be filled, but a fire to be kindled."

TOPIC

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PERSUASIVE WRITING

Cheat Sheet

Student Directions: When trying to persuade their audience in a persuasive essay, successful writers use various techniques to strengthen their writing. These include the use of emotionally charged words, statistics and facts, hyperbole, similes, analogies, and repetition.

Read through the examples below and challenge yourself to include some of these techniques in your persuasive essays. When you are intentional about the way you choose to convey information, your writing is much more powerful, and these techniques will help you achieve that higher level of craftsmanship while hopefully convincing your readers of your position of the topic.

EMOTIONALLY CHARGED WORDS



(Reflect on how these emotionally charged words might persuade a reader to agree with the author. Consider where in a persuasive essay you might use these words? In a premise? In your justification? Sprinkled throughout the entire essay?)

Frustration	Urgency	Disbelief	Positivity
Manipulation Deplorable Harmful Inconsiderate Conveniently Repulsive Disgusted Agonized	Revolutionary Incapable Tragic Disastrous Guaranteed Instantly Seize Unequivocally	Unbelievable Startling Doubtful Uncertain Disillusioned Suspicious Hesitant Incompetent	Remarkable Superior Tremendous Worthwhile Accurate Genuine Authentic Reliable

STATISTICS AND FACTS

(Imagine a student is arguing that soda should be banned from vending machines at schools. Notice how the use of a strong statistic naturally elevates their argument!)

EXAMPLE: According to the Centers for Disease Control and Prevention, "Frequently drinking sugar-sweetened beverages is associated with weight gain/obesity, type 2 diabetes, heart disease, kidney diseases, non-alcoholic liver disease, tooth decay and cavities, and gout, a type of arthritis" ("Get the Facts").

ANALOGIES

(Notice how the analogy below compares the topic being written about with something similar which may help the audience better understand the argument. Analogies can also provide a reader with background information.)

EXAMPLE: Like a shaken soda can ready to explode, the health of many is at a breaking point.

HYPERBOLES

(Notice how the hyperbole below can help a writer further persuade their audience. Often, hyperbole is not taken seriously but rather emphasizes a point.)

EXAMPLE: Soda and sugary drinks are on every corner, everywhere you turn.

SIMILES

(Notice how the simile below might engage a reader and clarify a point the writer is making by comparing the topic to something to which the reader can relate or clearly picture.)

EXAMPLE: Soda is like a poison people willingly drink every day.

"Get the Facts: Sugar-Sweetened Beverages and Consumption." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 27 Feb. 2017, www.cdc.gov/nutrition/data-statistics/sugar-sweetened-beverages-intake.html.

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PERSUASIVE WRITING

Match It! Premises Activity

Student Directions: Recall that a claim is a sentence that states the author's position on a topic in a persuasive introductory paragraph. A premise is the first sentence of a body paragraph and states a reason that supports a claim. Below, match each claim to the premise(s) that support it. ****Hint**** Multiple premises may match a single claim.

CLAIMS

PREMISES

The length of the school day should be shortened.
Schools should not have dress codes.
Video games should be banned.
Everyone should learn to play a musical instrument.
Students should be allowed to choose their own seats in classrooms.
Junk food should be taxed at a high rate like cigarettes and alcohol.
Lotteries should be banned.

The school day should be shortened because students are too tired to learn effectively after several hours.
Dress codes in schools should be abolished because they limit individual expression.
A shorter school day allows students to participate in extra curricular activities as well as have time for a social life.
Students who are able to choose their own seat are more likely to be engaged in the learning experience because they are comfortable.
Video games should be banned because they impact the mental health of players.
Lotteries take advantage of individuals.
When schools have dress codes, students are less likely to feel as though they are able to express their individuality.
Increasing taxes on junk food will lead to an increase in healthy diets for most people.
Learning to play an instrument provides a lifelong creative outlet.

ARGUMENTATIVE WRITING

ANSWER KEY *Identifying the Parts of an Introductory Paragraph*

Student Directions: Read through the two introductory paragraphs below. Annotate each paragraph to mark where the hook, summary, and claim are located. Be sure to specify which kind of hook is used in each sample (question, quotation, fact, description, or metaphor/simile).

Topic: Late bussing for students.

How does a student get help after school when her parents can't pick her up afterward? (HOOK – question) Some districts solve this problem with late bussing. Late buses arrive at the school one to two hours after school ends to take home students who have stayed behind for extracurricular activities or tutoring. Of course, this costs the districts money, but students and parents find this transportation invaluable. (SUMMARY) All districts should find a way to provide late bussing services to students. (CLAIM)

Topic: Anti-bullying programs in schools.

Abolitionist, writer, and statesman Frederick Douglass wrote, "It is easier to build strong children than to repair broken men." (HOOK – quote) Across the country, schools are realizing their role in raising strong students who give and expect respect. Of course, this requires a commitment of time, money, and effort, but many communities feel there is a need to educate students about bullying. (SUMMARY) For this reason, all schools should adopt an anti-bullying program. (CLAIM)

ARGUMENTATIVE WRITING

Practice Writing a Summary Activity

Student Directions: Recall that you can hook your readers in different ways (interesting question, fact/statistic, metaphor/simile, description, or quotation). In this activity, you will practice combining a hook with a summary that you write. Remember, when we write a summary in our introductory paragraph, we want to be concise, but also include important information to help lead the reader into the argumentative essay.

Choose **three hooks** and match them to their corresponding summary bullet points. Then, on the back page, write a summary (no more than three sentences) based on the bullet points provided and combine it with the matching hook. The first one has been done for you already on the following page.

HOOKS

1. How does a student get help after school when her parents can't pick her up afterward?
2. Cursive is like a bow on a present; pretty, but not necessary.
3. Experts in education agree that hands-on, project-based learning is the most effective method for students.
4. Engineer and chemist Ellen Henrietta Swallow Richards stated, "Home Economics stands for the ideal home life for today, unhampered by the traditions of the past and the utilization of all the resources of modern science to improve home life."
5. Baseball caps emblazoned with favorite teams' logos, shirts that bare shoulders in the heat of spring; none of these are distractions to learning.

SUMMARY BULLET POINTS

Relaxing the dress code

- Some dress codes include no hats or tank tops
- Some dress codes extend to hair and make-up
- Many students feel restricted by the rules

Replacing math and science classes with STEM classes

- In a STEM class, math and science are taught together
- STEM teaches with hands-on projects
- STEM encourages teamwork

Late bussing for students

- Late busses take kids home an hour or two after school ends
- Late bussing is used for extracurricular activities and afterschool help
- Districts would need to find a way to pay for this bussing

Home economics as a mandatory class

- "Home Ec" teaches skills like cooking, sewing, and budget management
- Many schools have eliminated this class

Removing cursive from the curriculum

- Cursive is a writing style meant to make writing easier
- Cursive is quickly being replaced with print and typing
- Many schools have cut cursive teaching to fit other learning into the curriculum

EXAMPLE:

Cursive is like a bow on a present; pretty, but not necessary. It is a style of writing that allows letters to flow together, so some find it easier to write. However, because of computer technology, readers are encountering it less and less outside of school. So, because schools have so many other learning requirements to fit into the school day, many are reducing or even dropping cursive lessons.

HOOK + SUMMARY 1

HOOK + SUMMARY 2

HOOK + SUMMARY 3

SAMPLE

Name: _____

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PERSUASIVE WRITING

ANSWER KEY

All About Justification Activity

Student Directions: Read through the claim and premise below and write two sentences of justification. The first should relate back to the premise, and the second should connect back to the claim.

Claim: Middle school students should be required to participate in at least one sport.

Premise: All students should be required to participate in a sport because physical activity is key to long-term health.

Intro to Evidence and Evidence: According to Federal Occupational Health, daily physical activity reduces “your risk of heart disease, stroke, diabetes, and some cancers” (“Physical”).

JUSTIFICATION

Justification Sentence One (connect back to premise):

While these illnesses are not common among middle schoolers, developing the habit of physical activity at a young age can help students to avoid these catastrophic health problems in their later years.

Justification Sentence Two (connect back to claim):

Requiring middle schoolers to participate in athletics will provide ample opportunity for a healthy amount of physical activity, resulting in tremendous life-long benefits.

Persuasive Writing Teacher Example

Essay prompt: Should schools teach students how to avoid online scams?

Socrates said, “False words are not only evil in themselves, but they infect the soul with evil.” Sadly, everyday people fall victim to online scams. Those who are willing to take advantage of a lack of knowledge in others find many ways to perpetrate fraud on the Internet. Schools should teach students how to avoid online scams.

To begin, schools must address the issue of avoiding online scams because they can result in significant financial losses. A comprehensive study of fraud reports has shown the impact of fraudulent activity online. Data from the FTC states that “People reported losing \$1.48 billion to fraud last year – an increase of 38% over 2017” (“Top Frauds”). This evidence irrefutably indicates that online scams have a significant financial impact on those affected. Explicit teaching in schools of how to recognize and avoid scams would prevent much of this loss.

Additionally, schools should teach students about online scams because young people are particularly vulnerable to them. In fact, the data shows that young people are impacted at a much higher rate than other age groups. According to the FTC, “Last year, of those people who reported fraud and their age, 43% of people in their 20s reported a loss to that fraud, while only 15% of people in their 70s did” (“Top Frauds”). While some might expect young people to be more savvy than elderly individuals, this is not the case. Students require explicit instruction to learn how not to get caught up in potentially devastating scams in their early adulthood.

To conclude, it is in the best interest of students to receive instruction in how to avoid getting caught up in online scams. Evidence clearly demonstrates that Internet fraud is costly to

those who fall victim to it. Additionally, young people are particularly vulnerable, experience financial losses at a much higher rate than older people. For these reasons, it is absolutely essential that students be taught to avoid online scams.

SAMPLE