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## Assignment 4

## Persuasive Essay

- Read the two sample essays and write your answers to the following questions for each essay:
1. What does the author do for an introduction?
  2. What side of this issue is the author on?
  3. In your opinion, which of the author's reasons is the strongest?
  4. What is the other side's view?
  5. What technique is used in the conclusion?
- Choose a topic to write about and brainstorm some of your ideas on paper. Organize your ideas into paragraph groups. Make sure to have a paragraph about the other side's view.
- Write a rough draft. Use your notebook for help with the introduction and conclusion.
- Read the essay. Revise. Make sure you have the following:
- |   |  |
|---|--|
| _____ an interesting title                | _____ an attention-grabbing introduction |
| _____ supporting evidence for each reason | _____ examples and sensory details       |
| _____ the other side's view               | _____ transition words                   |
| _____ a strong conclusion                 |  |
- Go through the essay once more and underline five weak verbs. Change them to stronger ones.
- Type up the final copy. It should be at least one typed page.
- Complete an E/R Check Sheet. Hand in questions, prewriting, rough draft(s), final copy, E/R Check Sheet, and this sheet.

|  |         | Preliminary Grade | Revised Grade |
|--|---------|-------------------|---------------|
| STRUCTURE (organization, paragraphs, length, font)   | 20 pts. | _____             | _____         |
| PROCESS (questions, brainstorm/group, rough, E/R Check Sheet)                                  | 20 pts. | _____             | _____         |
| DESCRIPTION (title, intro, conclusion, examples, banned words, strong verbs, transition words) | 20 pts. | _____             | _____         |
| SPELLING   | 20 pts. | _____             | _____         |
| GRAMMAR (punctuation, capitals, sentences, _____)  | 20 pts. | _____             | _____         |
|  | TOTAL   | _____             | _____         |



## Lower the Working Age

by Samantha White, eighth grader

Imagine your seventh- or eighth-grade child carefully bagging groceries at the supermarket, smiling and talking to all the busy people shopping. Your child is learning how to be polite, and learning responsibility. However, children cannot get a job until they are fourteen. They can't earn their own money and experience real life until that age. In my opinion, the working age should be twelve or thirteen.

If a child could work at twelve or thirteen, he would have some extra spending money for when he wants to go to the movies or the mall. If a child has a job, she wouldn't be constantly bugging her parents to give out money. The child would be able to have her own pocket change.

The job doesn't have to be a difficult one. The child could be a bus boy at a restaurant, or bag groceries at a supermarket. She could do anything within her capability. In addition, the working hours don't have to be long. Just a couple hours a week could teach the child responsibility and give him more confidence.

Furthermore, the children who have jobs at a younger age would be less likely to get into trouble. For example, some thirteen-year-olds may want to go out drinking with friends on Friday night. The child that has a job obviously isn't going to be drinking. Having a job can keep children safe.

Some people think that if children under fourteen have jobs, it would be unhealthy. They think it would shorten the child's childhood. However, having a job would not be mandatory. Children under fourteen can choose if they want to work or not.

To protect children, there could be a legal amount of hours a child under fourteen could work. There could also be a law saying that any child under fourteen cannot work past 9:00 PM. I know that working at twelve or thirteen is only a one or two year difference. But even that one year can make a positive change.

## Should Public Schools Get Uniforms?

by Kayla Hall, eighth grader

Picture a school where all students are equal. Kids walk the halls without the worry of being made fun of because of their outer appearance. This may sound like just a fantasy, but in fact, it could become a reality in every school across the nation. Having uniforms in public schools could make this dream come true.

Sadly, teens often judge others by what they wear. Every day, kids are tormented by their peers for wearing clothes that are considered "not cool." This major problem could be easily solved if all kids wore uniforms to school. If everyone was dressed exactly the same, then no one could judge others by what they wear. Kids would take the time to get to know each other, instead of saying, "I don't like her clothes, so obviously she isn't good enough to be friends with me." With uniforms, teens would decide whether they like someone or not based on personality alone.

In addition, wearing uniforms would save kids the stress of deciding what to wear to school every day. Kids spend more time figuring out what to wear than they spend actually getting ready for school. Kids are often late for school as a result of this. If kids were required to wear uniforms to school every day, then they wouldn't have to spend time and energy worrying about what to wear.

Moreover, since kids would feel more comfortable in their school surroundings if they wore uniforms, they would do better in school. The thought of being ridiculed for the way you look is often terrifying. Kids could walk down the school hallways wearing uniforms with confidence.

Many parents and kids argue that kids should be able to express their individuality through clothes. However, there are many other ways of expressing one's individuality than through fashion. Kids need to learn that inner beauty is far more important than outer beauty. Furthermore, instead of demonstrating individuality, clothes often stereotype kids as preps, goths, geeks, skaters, and so on.

Having uniforms would make a school a safer and friendlier environment. It would end a lot of prejudice among kids, lower their stress levels, and make them do better in school. A possible compromise may be to have four days of school during which students wear uniforms and then a day of free style. If all public schools made uniforms a requirement, they would also make the world of education a better place.



Assignment 6

# Book Review Prewriting Sheet 1

**Title of book** \_\_\_\_\_

**Author** \_\_\_\_\_

Brainstorm any ideas you have that might be useful in a review of this book:

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Give a BRIEF Summary:

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List the main character(s):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What was the biggest struggle for the main character?

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How was this struggle finally resolved?

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How did this character change during the story?

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## Book Review Prewriting Sheet 2

Looking at your answer to the previous question, what is the theme or message of this story?

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How would you describe the author's writing style? (Think about vocabulary, sentence length, descriptions, the tone of voice of the narrator, and the overall mood of the book.)

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Give one or two quotations from the book that support any of your answers above:

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What is your opinion of the work? Use this space to jot down ideas concerning your feelings about this book. Use the questions from *How to Have an Opinion About Literature*.

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*On a separate sheet of paper, group your ideas into paragraphs. Weave your opinions in wherever they seem appropriate. Use quotations from the book to support your points.*