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## Persuasive Essay Worksheet Introductory Paragraph

**Goal:** The introduction grabs the reader's attention, organizes the structure of the essay, introduces each body paragraph and states the authors position.

**Prompt:** Was the United States Justified in its policy of arresting and detaining people of Japanese, German and Italian descent?

<p><b>Sentence #1</b> Describe the PROBLEM *May be more than 1 sentence. You need a Hook to introduce the topic/ issue:</p> <ul style="list-style-type: none"><li>• Interesting Fact/Stat</li><li>• Quote</li><li>• Generalizations</li><li>• Anecdote (short story, scenario or examples)</li></ul>	<p><b>Sentence #1 Starters</b></p> <ul style="list-style-type: none"><li>• It is often thought...</li><li>• Many people believe...</li><li>• _____ once said, " ."</li><li>• Scientists suggests...</li><li>• In our society, it is most common...</li></ul>	<p><b>Sentence #1: Hook</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Sentence #2</b> Counterargument</p> <p>The ideas that oppose your thesis.</p> <ul style="list-style-type: none"><li>• Myths</li><li>• Misheld beliefs</li><li>• Unsupported claims</li></ul>	<p><b>Sentence #2 Starters</b></p> <ul style="list-style-type: none"><li>• While some think... the truth is...</li><li>• However, some argue...</li><li>• A common misunderstanding is...</li><li>• They contend that...</li></ul>	<p><b>Sentence #2: Counterargument</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Sentence #3</b> Evidence #1</p> <p>The information that proves your opinion.</p> <ul style="list-style-type: none"><li>• <u>Ethos</u>: the reputation of others or moral/values of issue</li><li>• <u>Pathos</u>: emotional aspects</li><li>• <u>Logos</u>: facts/stats or reasoning</li></ul>	<p><b>Sentence #3 Starters</b></p> <ul style="list-style-type: none"><li>• Research shows...</li><li>• In reality, ...</li><li>• Professionals can testify that...</li><li>• We must only consider our personal experience with...</li></ul>	<p><b>Sentence #3: Evidence #1</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>

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<p><b>Sentence #4</b> Evidence #2</p> <p>The information that proves your opinion.</p> <ul style="list-style-type: none"><li>• <u>Ethos</u>: the reputation of others or moral/values of issue</li><li>• <u>Pathos</u>: emotional aspects</li><li>• <u>Logos</u>: facts/stats or reasoning</li></ul>	<p><b>Sentence #4 Starters</b></p> <ul style="list-style-type: none"><li>• Research shows...</li><li>• In reality, ...</li><li>• Professionals can testify that...</li><li>• We must only consider our personal experience with...</li></ul>	<p><b>Sentence #4: Evidence #2</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Sentence #5</b> Thesis</p> <p>Statement that shares your argumentative opinion.</p> <p><u>Topic</u> + <u>Opinion</u> + <u>Evidence</u></p> <p>= Thesis</p>	<p><b>Sentence #5 Starters</b></p> <ul style="list-style-type: none"><li>• ___ is best because...</li><li>• To ensure... we must...</li><li>• ___ should ___ in order to...</li><li>• ___ is beneficial because...</li></ul>	<p><b>Sentence #5: Thesis</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>

**Ineffective Intro:**

I am strongly against your proposal for required homework in every class for many reasons. Some of these reasons are that there is too much homework already, kids want to have fun in school and finally, everyone would have to work harder. I will begin by telling you why I think we have too much homework.

**Effective Intro:**

**DIRECTIONS:** Label the Hook, Counterargument, Evidence #1, Evidence #2, and Thesis

The majority of high schools have kept the same starting time that existed in the 1920's. It's purpose was to make time for students to get back to their farms and tend to chores. Thus, many schools starts at 7:30am. Many people believe this creates good habits for young people. However, current research suggests that this is far too early for students to be mentally alert and ready for the day. Additionally, a majority of students admit they would be more willing to be successful if they didn't feel pressured to start so early. Why then do we continue to use a system that we know doesn't work well for the very students that school is trying to reach? We must change our schedule to start school at 10am to ensure students are successful and want to be at school.

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## Persuasive Essay PRE-WRITING

**Purpose:** The most important step is pre-writing because it helps you brainstorm, organizes your thoughts, and formulates your arguments (thesis).

<p><b>Step #1: CLAIM</b></p> <p>Read and Understand the prompt:</p> <ul style="list-style-type: none"><li>• Circle key words</li><li>• Underline directions (action words: compare, analyze, convince)</li><li>• State message (thesis) in your own words.</li><li>• Identify Audience and Purpose.</li></ul>	<p><b>Step #1: CLAIM</b></p> <p><b>Prompt:</b> Many schools are cutting programs like sports, art and music. The money is not there.</p> <p>Write a persuasive essay that argues afterschool programs/activities are necessary for students.</p>		<p><b>Step #1: CLAIM</b></p> <p><b>Audience:</b> _____</p> <p><b>Message:</b> _____</p> <p>_____</p> <p>_____</p> <p><b>Purpose:</b> _____</p> <p>_____</p> <p>_____</p>
<p><b>Step #2: EVIDENCE</b></p> <p>The information that proves/supports your opinion.</p> <ul style="list-style-type: none"><li>• <u>Ethos</u>: the reputation of others or moral/values of issue</li><li>• <u>Pathos</u>: emotional aspects</li><li>• <u>Logos</u>: facts/stats or reasoning</li></ul>	<p><b>Step #2: EVIDENCE</b></p> <ul style="list-style-type: none"><li>• <b>Ethos:</b> One person that would agree with you OR value that supports your claim</li><li>• <b>Pathos:</b> One experience that would connect to reader</li><li>• <b>Logos:</b> One fact or statistic that would support your claim</li></ul>		<p><b>Step #2: EVIDENCE</b></p> <p><b>Ethos:</b> _____</p> <p>_____</p> <p><b>Pathos:</b> _____</p> <p>_____</p> <p><b>Logos:</b> _____</p> <p>_____</p> <p>_____</p>
<p><b>Step #3: ORGANIZE</b></p> <p>Outline what order you will place your arguments.</p> <p><u>Place strongest arguments first and last in your body of writing.</u></p>	<p><b>Step #3: ORGANIZE</b></p> <ul style="list-style-type: none"><li>• <b>Logos:</b> usually strongest evidence</li><li>• <b>Pathos:</b> personal experiences are powerful, but can be weak.</li><li>• <b>Ethos:</b> showing values and morals is a strong tool.</li></ul>		<p><b>Step #3: ORGANIZE</b></p> <p><b>Body Paragraph 1:</b> _____</p> <p><b>Body Paragraph 2:</b> _____</p> <p><b>Body Paragraph 3:</b> _____</p>

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## Persuasive Essay

### BODY PARAGRAPHS

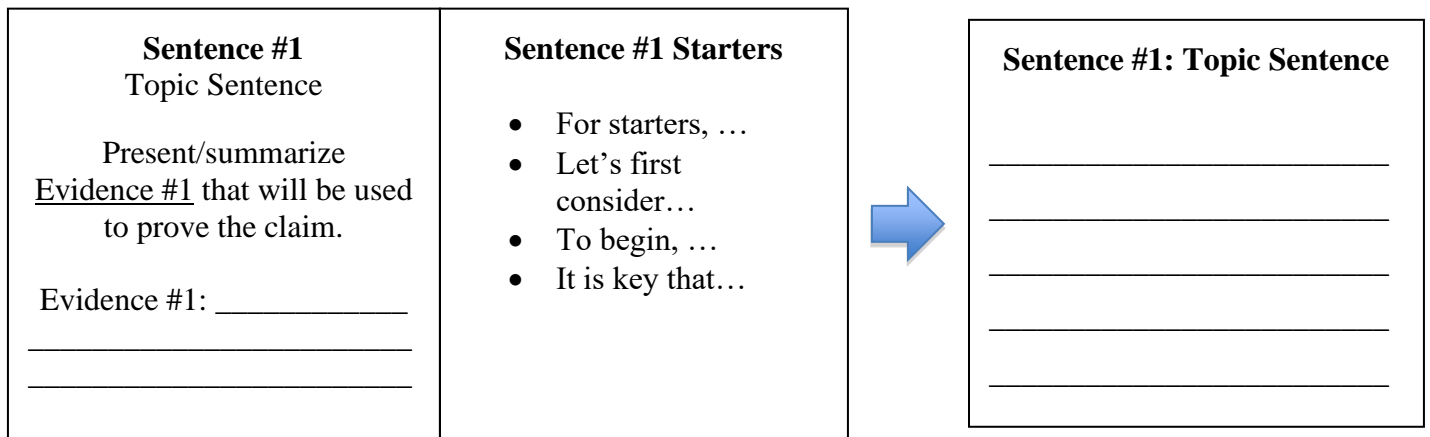
**Purpose:** Body paragraphs present facts and details that support your overall claim (thesis). Transition words are your lifesaver here. They will organize help your reader follow your ideas.

**To begin,...   In addition,...   Furthermore,...   This suggests that...   Therefore,...**

#### Effective Body Paragraph:

By changing to a four-day school week, students will have more time out of the classroom. Many students have several extra-curricular activities such as playing on sports teams, which require hours of practice a week. Taking music lessons and playing in the school band also requires several hours of commitment. Being in clubs or Scouts can be time consuming, too. By having school only four days a week, the fifth day would be free for these types of activities. By extending the school day twenty minutes in the morning and twenty-five minutes in the afternoon, students would be able to make up time missed on the fifth day. The longer weekend would provide more opportunities for students to participate in meaningful activities that would help students become more active and responsible as well as complete all their assigned work to a higher degree.

Claim: \_\_\_\_\_  
Evidence: \_\_\_\_\_  
Importance: \_\_\_\_\_  
Topic of Next Paragraph: \_\_\_\_\_



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<p><b>Sentence #2</b> Evidence #1: <b>SAY</b></p> <p>Logos: Fact/Stat Ethos: Quote Pathos: Scenario/Question</p>	<p><b>Sentence #2 Starters</b></p> <ul style="list-style-type: none"><li>• According to the research done by _____, _____% ...</li><li>• _____ suggests, "..."</li><li>• Imagine that...</li></ul>
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**Sentence #2: SAY**

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<p><b>Sentence #3</b> Commentary: <b>MEAN</b></p> <p>What does the fact/quote/scenario mean? Explain what it shows the audience.</p>	<p><b>Sentence #3 Starters</b></p> <p>This shows that...</p> <ul style="list-style-type: none"><li>• After you write, get rid of that sentence starter; you don't need it.</li></ul>
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**Sentence #3: MEAN**

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<p><b>Sentence #4</b> Commentary: <b>MATTER</b></p> <p>Why does the fact/quote/scenario matter? Connect the evidence to your claim. How does it support your claim?</p>	<p><b>Sentence #4 Starters</b></p> <p>This is important because...</p> <ul style="list-style-type: none"><li>• After you write, get rid of that sentence starter; you don't need it.</li></ul>
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**Sentence #4: MATTER**

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<p><b>Sentence #5</b> Transition Sentence</p> <p>Show how this idea is related to the idea in the next paragraph (Evidence #2).</p> <p>Evidence #2: _____ _____ _____</p>	<p><b>Sentence #5 Starters</b></p> <ul style="list-style-type: none"><li>• It is evident that...</li><li>• This and other evidence supports the claim that...</li></ul>
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**Sentence #4: TRANSITION**

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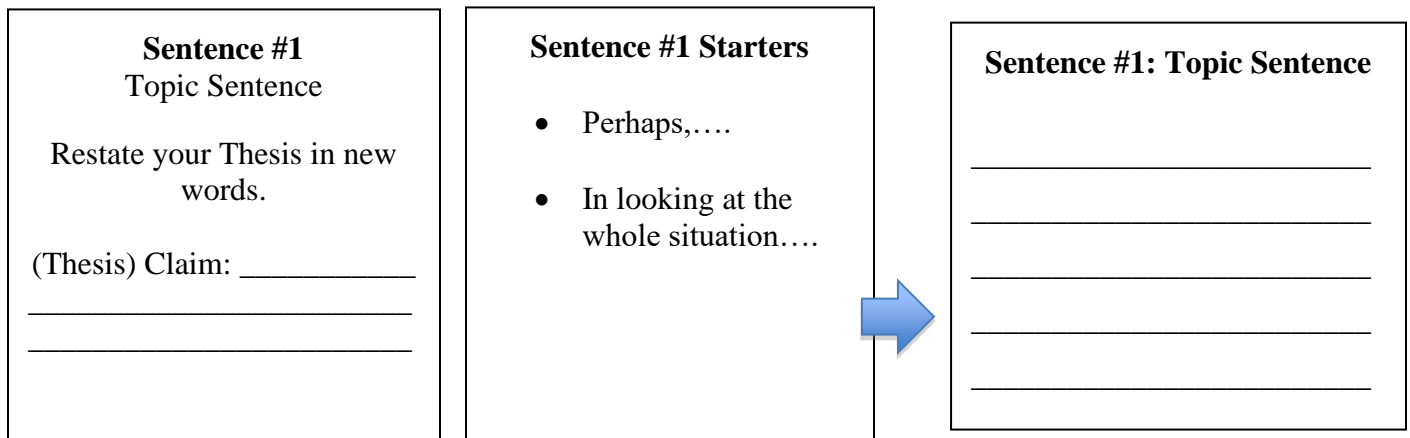
## Persuasive Essay

### CONCLUDING PARAGRAPHS

**Purpose:** Conclusion summarize your thesis (claim), all the reasons you gave to support your claim, in addition to encouraging the audience to think about their own opinions on the topic.

#### Effective Concluding Paragraph:

It is important for schools to consider the students before they create policies that affect us directly, such as searching students' personal possessions. By searching backpacks and lockers, students are treated poorly and accused of crimes they may have not committed. Additionally, it creates a distrusting community in the schools where students and staff are constantly suspicious of each other. Lastly, it prevents students from having the safety of pepper spray or a pocket-knife needed on dangerous walks to and from school. Backpacks and lockers should not be searched without cause. It is important that our schools take a second look at their policies.



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<p><b>Sentence #2</b> Summarize Evidence #1</p> <p>Evidence #1 Topics: _____ _____ _____</p>	<p><b>Sentence #2 Starters</b></p> <ul style="list-style-type: none"><li>• The result of _____ is _____.</li><li>• For one, ...</li></ul>	<p><b>Sentence #2: Evidence #1</b></p> <p>_____ _____ _____ _____ _____</p>
<p><b>Sentence #3</b> Summarize Evidence #2</p> <p>Evidence #2 Topics: _____ _____ _____</p>	<p><b>Sentence #3 Starters</b></p> <ul style="list-style-type: none"><li>• Additionally, ...</li><li>• Secondly, ...</li><li>• Further, ...</li></ul>	<p><b>Sentence #3: Evidence #2</b></p> <p>_____ _____ _____ _____ _____</p>
<p><b>Sentence #4</b> Summarize Evidence #3</p> <p>(On Benchmark, leave out.)</p> <p>Evidence #3 Topics: _____ _____ _____</p>	<p><b>Sentence #4 Starters</b></p> <ul style="list-style-type: none"><li>• Lastly, ...</li><li>• One last consideration is...</li></ul>	<p><b>Sentence #4: Evidence #3</b></p> <p>_____ _____ _____ _____ _____</p>
<p><b>Sentence #5</b> Conclusion Sentence Make your reader think about their own ideas.</p> <ul style="list-style-type: none"><li>• Provoking thought/statement.</li><li>• Clinch up your final thoughts with a powerful statement...</li><li>• Best/worst case scenario</li><li>• Better world thought</li></ul>	<p><b>Sentence #5 Starters</b></p> <ul style="list-style-type: none"><li>• It was only right to...</li><li>• It is wrong to...</li><li>• We must think about how we would want...</li><li>• _____ should/should not...</li></ul>	<p><b>Sentence #4: Clincher</b></p> <p>_____ _____ _____ _____ _____</p>