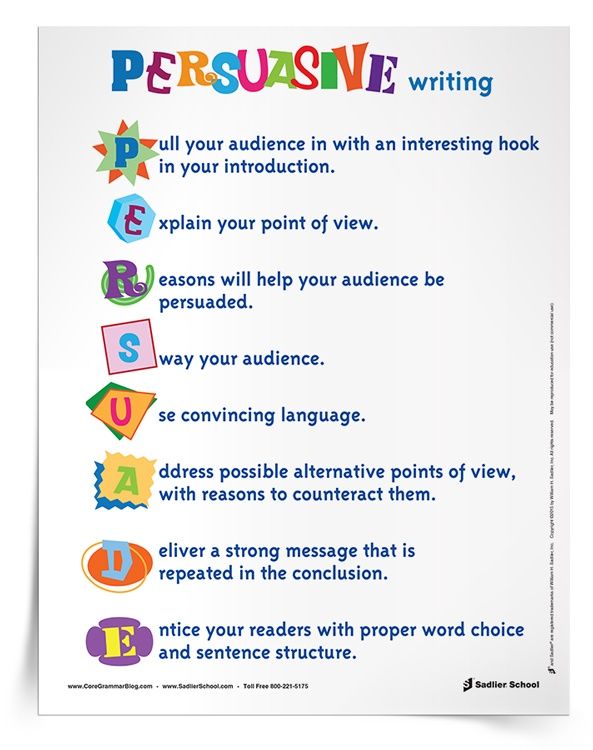
**PERSUASIVE ESSAY WRITING BOOKLET**

TEACHER:

STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Contents

[LI: To review our understanding and engagement on the issue of bullying 3](#_Toc11500700)

[LI: To understand the purpose and elements of a persuasive essay 4](#_Toc11500701)

[To read persuasive articles and identify the contention, main arguments and persuasive techniques used 6](#_Toc11500702)

[To read persuasive articles and identify the contention, main arguments and persuasive techniques used 9](#_Toc11500703)

[To read persuasive articles and identify the contention, main arguments and persuasive techniques used 11](#_Toc11500704)

[To undertake planning of my persuasive essay by developing my arguments, evidence and persuasive devices 14](#_Toc11500705)

[LI: To complete a CFT by writing a persuasive essay plan using a scaffold 16](#_Toc11500706)

[LI: To write a persuasive essay for assessment 21](#_Toc11500707)

# LI: To review our understanding and engagement on the issue of bullying

**APK: What is bullying? What are some of the things we have learnt about bullying?**

|  |  |  |
| --- | --- | --- |
| **K-What I know?** | **W-What I want to know?** | **L-What I learnt?** |
| 1.  2.  3. | 1.  2.  3. | 1.  2.  3. |

**What is an issue?**

*Dictionary definition:* an important topic or problem for debate or discussion.

*During this unit:* A topic that has two sides and can be debated or discussed.

When you are discussing an issue you need to be able to argue it for the affirmative-that it should happen, and negative-that it should not happen.

For the three issues below-identify one argument that could be made for or against.

|  |  |  |
| --- | --- | --- |
| **Issue** | **Argument for** | **Argument against** |
| Students should be able to wear their own clothes to school. | Wearing school uniform helps to enforce school pride and identity | Wearing school uniforms makes students feel like they can’t express their own identity |
| Students should be able to use their mobile phones in schools. |  |  |
| Video games are harmful |  |  |
| People should be vegetarian |  |  |

The **topic** that we will be exploring in this unit is: Bullies should face consequences for their actions.

**Reflection. (Complete the following sentence starters)**

An issue is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Bullying is an issue in the world because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

To face the consequences for actions means\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Some consequences that bullies could face for their actions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In my essay I will be arguing that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Paste this worksheet into your English notebook.*

# LI: To understand the purpose and elements of a persuasive essay

**Definition:** To persuade convince (someone) to do something through reasoning or argument.

**APK:** Imagine you are attempting to convince your parents/guardian to get you a new game.

|  |  |
| --- | --- |
| What could you say? |  |
| What could you do? |  |
| How would you appeal to their emotion? |  |
| What logic could you use to convince them? |  |

**Purpose:** A persuasive essay is when you are attempting to persuade the reader using logic and reason to adopt a particular point of view or take a certain action

**Structure:** 5 paragraphs (introduction + 3 body paragraphs + conclusion)

**LI: To understand the aspects of a TEEL Paragraph**

*Example 1:* Video games should not be blamed for the children’s violence. If anything, videos games are an oasis for people to meet new friends and create communities to converse with others who have similar interests. Boston University studied the effects of videos games and found that as video games sales are climbing, crimes rates are depleting. That just goes to show that instead of blaming video games, we should focus on finding the real cause for violence in young people.

*Example 2:* Students shouldn’t wear uniforms because it has nothing to do with their education and it is a waste of money. Buying expensive uniforms is a waste of money because not only does the student have clothes at home, they grow out of uniforms quickly and need to replaced. Struggling families could lost a lot of money just for their child while there are other important things such as stationery and books. It’s a waste of money so should we send money on it. Education always comes first stop wasting your money on clothes that will probably be worthless in two years, when there are books or stationery that needs to be bought.

**Activity 1:** Annotate the parts of TEEL for each of the three examples

* **T**opic sentence (what is your supportive argument)
* **E**xplain (what information does the reader need to know about your supportive argument)
* **E**vidence (a persuasive technique to prove your supportive argument)
* **L**inking sentence (how does all this contribute to your argument)

**LI: To understand the aspects of an introduction for my persuasive essay**

*Example 1:* If there weren’t school uniforms, students would get bullied or criticized or what they're wearing. School uniforms should be mandatory. School uniforms focus on education not appearances. Firstly, uniforms gives you a sense of belonging and pride. Secondly, uniforms may improve attendance and discipline. Thirdly, uniforms makes everyone look similar so students won't get criticized for what the are wearing.

*Example 2:* “The reason our children are being exposed to our harmful games is that parents don’t seem to have the time in their busy lives to check what the game contains.” It is concerning to see parents blaming a pixelated game for their child’s bad behaviour. Next time won’t you check the rating of the game? Firstly, teenagers aren’t infants. They’re old enough to know what is right and wrong. Secondly, parents should be responsible for their child and supervise their child.

**Activity 2:** Annotate the following introduction elements

* Get the reader’s attention by using a "hook," ie quote, anecdote, exaggeration, rhetorical question, statistic or fact
* Give some background information if necessary.
* State your contention
* State the three arguments you are making

**LI: To understand the elements of a conclusion for my persuasive essay**

*Example 1:* Overall, it’s pretty clear that video games are not at all harmful because they basically don’t affect young children and players at all. While we might have once have thought video games caused children to be more violent we now know that there is no proof to show that video games actually have the capability to make children more violent.

*Example 2***:** As you can see from my arguments, there are two key things that we must realise is that even people deem games harmful there is a majority of people who enjoy games. Taking that away for those people who do like games. Even merely saying that games are harmful can impact the people who do enjoy games and the upcoming generation. Games should be seen as a thing of entertainment and fun, they shouldn’t be seen as something harmful. When the ones causing this violent behaviour is not games, but us.

**Activity 3: Annotate conclusion elements**

* Reinforces arguments
* Summarises the key message for the audience
* Calls for an action to happen
* Gives the audience a choice

**Reflection:**

|  |  |  |
| --- | --- | --- |
| **D:\Users\02171191\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X3B2YJMZ\oLP8z[1].png**  **D:\Users\02171191\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7MJOGFVX\Golden_key_icon.svg[1].png**  **3 KEY POINTS** | **D:\Users\02171191\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\H9AZFRWX\good-157436_960_720[1].png**  **I GOT THIS** | **D:\Users\02171191\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\D9N825G8\Question_Circle.svg[1].png**  **NOT SURE** |
| **1.** |  | **1.** |
| **2.** | **2.** |
| **3.** | **3.** |

*Paste this worksheet into your English notebook.*

# To read persuasive articles and identify the contention, main arguments and persuasive techniques used

**APK: Circle the correct definition.**

1. A contention is a confident and forceful statement of fact or belief, especially one maintained in an argument.
2. A contention is when we want the audience to feel, act or think a certain way
3. A contention is when we attempt to get the reader’s attention

**Article 1: ‘**Why we need to stop bullying?’ by Angela Mollard, Who Magazine, 3 May 2018

Bullying.

It’s the issue that strikes fear into the heart of every parent. And the one they feel most powerless to solve. But what if there was a way to help buffer children against the impact of bullying? And what if the solution lay in your own home? Following a 60 Minutes report that examined the rise in cyberbullying and chronicled the unedifying outcome when a father decided to take matters into his own hands, I went in search of a solution.

Bullying is the new war in our schools and 45% of young people experience bullying before the age of 18. Too many kids – among them the Northern Territory’s 14-year-old Dolly Everett – are taking their own lives in the wake of the sort of bullying their parents neither understand and, in some cases, aren’t even aware of. Worse, schools and authorities, often don’t realise the magnitude of the problem and find it difficult to reprimand students when so much of the cruelty is transmitted via technology outside school time.

While Australia’s eSafety Commissioner, Julie Inman Grant, says education is critical to stem the problem and that teenagers should be encouraged to report offensive content, as a parent of two teenagers I want to feel I have some ability to influence what might be happening.

While parents shouldn’t confront bullies, we can create an environment where our children feel comfortable and know they will be supported if they raise the subject of being bullied. Positive, affectionate parents who foster good communication with their children could actually protect their child against peer victimisation, according to one 2013 study. On the other hand, parents who are negative and lack warmth are more likely to leave their child open to bullying.

My research also revealed two other ways parents can influence their children’s relationships and in turn equip them to deal with bullying – they can coach their kids to have good social skills and they can support their children’s friendships. Karen Healy, who runs the Resilience Triple P program at the University of Queensland, says supporting your child’s friendships is an investment in their health and well-being.

But the way parents can most help is by encouraging children to talk. As she says, children can feel ashamed or worried about how their parents might respond to news of bullying so parents need to stop and listen. ‘If parents become emotional or over-react, this may discourage children from confiding further.’

**Definitions:**

* ‘Taking things into your own hands’ means to deal with a problem yourself because the people who should have dealt with it have failed to do so.
* Magnitude- the great size or extent of something
* Unedifying- unpleasant and causing people to feel no respect

1. The author of the article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The title of the article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The article was published in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. The 60 minutes report was about a father:
5. Who thinks cyberbullies should be jailed
6. Who punishes those who bullied his own daughter
7. Who punished his daughter for bullying
8. The purpose of the article by Angela Mollard
9. Is to talk about how terrible bullying is
10. To argue that cyberbullying is on the rise
11. To provide parents with strategies to support their children with bullying
12. Dolly Everett is a 14 year-old-girl who
13. Sued her bullies
14. Committed suicide because she was bullied
15. Sued her school for not punishing her bullies
16. eSafety Commissioner, Julie Inman Grant thinks that
17. education is the answer to prevent bullying
18. more punishment is the way to prevent bullying
19. more laws are needed to prevent bullying

8. The writer has found two solutions to help prevent bullying. Write out what those are:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. What is the contention of the article **‘**Why we need to stop bullying?’

1. Parents are able to help support their children to deal with bullying
2. There is a rise in cyber-bullying
3. Parents should confront the bullies

10. Number the three supporting arguments of the article:

\_\_\_\_Schools and authorities don’t realise the extent of the bullying problem until a child commits

suicide

\_\_\_\_Parents should take part in parenting classes to help their children

\_\_\_\_There needs to be more counselling services available at schools

\_\_\_Parents need to create an environment where their children can talk to them about bullying

\_\_\_The strategies that parents can use to support their children from being bullied are to support their

friendships and talk to them

\_\_\_Schools need to develop more punishment strategies for bullies

*Paste this worksheet into your English notebook.*

11. Draw a line connecting the correct persuasive technique with the correct definition

|  |  |  |
| --- | --- | --- |
| **Example** |  | **Persuasive Technique** |
| It’s the issue that strikes fear into the heart of every parent. |  | Anecdote-a brief personal account or story |
| But what if there was a way to help buffer children against the impact of bullying? |  | Exaggeration-using dramatic-forceful language to exaggerate the real situation |
| Too many kids – among them the Northern Territory’s 14-year-old Dolly Everett – are taking their own lives in the wake of the sort of bullying |  | Rhetorical question-a question with the answer implied and does not need to be answered |
| Australia’s eSafety Commissioner, Julie Inman Grant, says education is critical to stem the problem |  | Evidence-facts, information or exert opinions, often from authoritative sources |
| Bullying is the new war in our schools |  | Evidence-facts, information or exert opinions, often from authoritative sources |
| Forty-five per cent of young people experience bullying before the age of 18. |  | Emotive language-deliberately strong words to provoke a reaction in the reader |
| While parents shouldn’t confront bullies, we can create an environment where their children feel comfortable |  | Inclusive language-involves the reader directly in the issue by using words such as ‘we’ or ‘us’ |

**Understanding the effect of persuasive techniques**

|  |  |  |
| --- | --- | --- |
| Rhetorical question-positions the reader to agree by assuming their answer will be the same as the writers | Exaggeration-arouses emotion in the reader by emphasising the worst case scenario and playing on reader’s fears | Emotive language-positions the reader to react emotionally rather than rationally |
| Anecdote-a personal angle to engage the reader | Evidence-gives the writers’ argument more credibility as it is apparently objective and/or supported by experts | Inclusive language- encourages the reader to agree by implying this is view shared by the group. |

**12. Use the scaffold to write a reflection in your notebook**

The message of the article titled …………….. written by…………. is……………………

A persuasive language technique used in the line “………………………………………………………..”

is an example of…………………………………………………………………

The effect of this language technique on the audience is to……………………………………………………

*Paste this worksheet into your English notebook.*

# To read persuasive articles and identify the contention, main arguments and persuasive techniques used

**Article 2:** ‘Bullies need to be brought to justice’ by Margaret Buckler, published Newsela websie

A bully is a person who uses strength or power to harm or intimidate those who are weaker, according to the Google Dictionary. Bullies, as we know them, are continuing to increase their strength. As multiple recent movies and TV shows have brought to light, bullies continue to rule schools. Adults need to start taking it more seriously.

Adults tend to say that bullying is "just a part of growing up," but it can actually lead to serious mental health issues. This is not part of growing up. It is undermining confidence and health, and bullying incidences are not lessening. In the United Kingdom, there's an annual survey by Ditch the Label, that in 2018 surveyed 9,000 people ages 12-20 about bullying. The research found that 10 percent of the respondents were bullied daily and more than 50 percent were bullied at least once a month. In 2013, 43 percent of surveyors said they were bullied frequently.

Bullying hasn't gotten better; in fact, it's gotten worse. Students are facing constant terror and threat on a daily basis at their schools and yet bullies keep on bullying. Why is it that bullies don't take a second to think before they hurt others? If bullies faced harsher penalties for their actions then they would be forced to take more responsibility. This is where the system is flawed, it doesn’t stop bullies.

Once, I was called a name and my friend told a teacher who was standing right next to us. That teacher said that wasn't very nice and then walked away. I understand sometimes that it's not a school's place to step in when cyberbullying takes place. However, occasionally it is; when they get the chance to step in, they don't. Adults think that this is just regular teenage angst and don’t recognise it for what it is, bullying that should be stopped.

It is clear that bullying has many negative impacts. What we need is a way to make it stop. Bullies need to be brought to justice. The first step is to make bullies realise that taking down peers is not the way to go. Teachers and parents need to help children understand why it's wrong. This can only make the issue better.

In the study, "Authoritative School Discipline: High School Practices Associated With Lower Bullying and Victimization" from the University of Virginia, it was found that schools are safer when rules are enforced and adults are available to support students. "Structure and support" were proved to be related to a decline in bullying and victimization. It's important that staff at schools emphasise anti-bullying efforts in order to create safe school communities.

As a victim of bullying myself, harsher punishments for bullies would make me feel safer at school. Bullying can make school a negative experience, which jeopardises students' education. Applying stricter punishments and rules can help create a safer school environment and make students feel more welcomed at their schools. We deserve to be safe at school.

Bullying is cruel and should not be tolerated. It is not part of growing up and certainly should not take place in schools. Giving bullies firmer punishments and taking bullying victims more seriously is a start to creating safer, bully-free schools.

1. The author of the article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The title of the article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The article was published in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What is the definition of a bully according to the article?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The purpose of the article by Margaret Buckler?
2. To argue that parents should take more responsibility for bullying
3. To argue that bullies need to be punished more by schools
4. To argue that schools should be rewarded for how they deal with bullying

6. What are some of the negative effects of bullying on young people. Write out what those are:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. What is the contention of the article Bullies Need to be Brought to Justice?

1. Bullies should be punished more by schools otherwise they don’t take bullying seriously
2. Bullies should be jailed
3. Bully’s parents should be punished for not teaching their children not to bully

9. Number the three supporting arguments of the article:

\_\_\_\_Adults don’t take bullying seriously

\_\_\_Adults who don’t punish bullies should be punished themselves

\_\_\_\_Bullying is getting worse because bullies don’t face harsh enough consequences

\_\_\_\_Bullying has many negative impacts and schools need to have harsher punishments

\_\_\_Students who bully need to sent to jail

\_\_\_School principals should be punished if there is too much bullying at their school

1. Label each of the examples with the correct persuasive technique

|  |  |
| --- | --- |
| **Example** | **Persuasive Technique** |
| …annual survey by Ditch the Label, that in 2018 surveyed 9,000 people ages 12-20 about bullying. |  |
| Once, I was called a name and my friend told a teacher who was standing right next to us. That teacher said that wasn't very nice and then walked away. |  |
| Why is it that bullies don't take a second to think before they hurt others? |  |
| Students are facing constant terror and threat on a daily basis at their schools and yet bullies keep on bullying. |  |
| Bullying can make school a negative experience, which jeopardizes students' education. |  |
| We deserve to be safe at school. |  |

1. Use the scaffold below to write out a reflection analysis in your red notebook.

The message of the article titled …………….. written by……… is………………………………

A persuasive language technique used in the line “…………………………………………………..”

is an example of…………………………………………………………………

The effect of this language technique on the audience is to……………………………………………

*Paste this worksheet into your English notebook.*

# To read persuasive articles and identify the contention, main arguments and persuasive techniques used

**Article 3: ‘Simply punishing students for bullying will not address the problem’ by Misha Ketchell published in The Conversation, 12 April 2016**

1. This year the states of Florida and Kentucky saw amendments to their anti-bullying laws introduced in their general assemblies. Florida’s bill, which has been signed into law by Governor Rick Scott, requires schools to review and revise their anti-bullying policies at least every three years. And Kentucky’s bill has come up with a clear definition of bullying so schools better recognize bullying when it occurs. Recognising the problem and drafting anti-bullying laws is not enough. The focus of these is on punishing students who bully and do not actually do anything to address the root problem of bullying.
2. Bullying continues to be a widespread and pernicious problem. Prohibiting and penalizing bullying does not work. The most recently published data from the National Center for Education Statistics show that in 2011, 37 percent of sixth grade students reported experiencing some form of bullying. As we can see bullying is an epidemic that is hurting our young people. Bullying can have significant and sometimes tragic effects. Bullying can lead to decreased academic performance, increased school dropout rates, increased depression and even suicide in some extreme cases.
3. While sending students home from school does communicate that the bullying behaviour is unacceptable, it does little to teach them how to improve their behaviour. When students are suspended or expelled from school, they typically sit home with nothing to do. This is unlikely to stop bullying. Moreover, such studies also suggest that students who bully may have behavioural or emotional problems that require intervention in order to address the root cause of bullying. How can we expect students who are victims themselves to know better than to bully?
4. In 2015, Nevada revised its anti-bullying law to call for, among other things, hiring social workers to provide services to address the bullying problem and its effects. Even better, it funded the law. Nevada passed the law due in no small part to the advocacy of Jason Lamberth, father of Hailee Lamberth, who was a student in the Nevada public schools. Hailee committed suicide in December 2013 as the result of bullying in school. In her suicide note, Hailee asked that her school be informed of the reasons she committed suicide so that the school would prevent bullying from harming other students in the future.
5. Nevada had an anti-bullying law in place at the time of Hailee’s suicide that, much like the vast majority of states’ anti-bullying laws, called for schools to investigate and impose discipline for bullying. That law obviously did not help prevent Hailee’s bullying or her resulting death. Jason Lamberth’s advocacy led Nevada to pass a law that holds the promise to do what Hailee asked schools to do: prevent and address the underlying causes of bullying.
6. Using punishment of the bullying as the primary or sole intervention for addressing bullying cannot address the complicated causes and effects of the problem. We need to focus on more than punishment and instead focus on intervention and prevention. This is the only we can truly save lives and help students who are bully and are bullied.

**Definitions:**

Pernicious-having a harmful effect, especially in a gradual or subtle way.

Prohibiting-formally forbid (something) by law, rule, or other authority

Penalising- subject to a penalty or punishment

1. The author of the article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The title of the article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The article was published in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Paste this worksheet into your English notebook.*

1. What is the purpose of the article?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What is the first supporting argument in paragraph 1?

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6. What is the second supporting argument in paragraph 3?

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7. What is the third supporting argument in paragraph 4 and 5?

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8. What is the contention of the article?

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1. Find an example of each of the persuasive techniques and explain the effect for each one

|  |  |
| --- | --- |
| **Example** | **Explain the effect of each example** |
|  | The effect of this **anecdote** is to |
|  | The writer used this **evidence** to show the audience |
|  | This example of **exaggeration** was used to |
|  | The effect of this **rhetorical question** on the reader is |
|  | The writer used this **emotive language** to |
|  | The effect of the **inclusive language** is to |

1. Use the scaffold to write out a reflection analysis in your red notebook.

The message of the article titled …………….. written by………………… is……………………………

A persuasive language technique used in the line “…………………………………………………..”

is an example of…………………………………………………………………

The effect of this language technique on the audience is to……………………………………………

*Paste this worksheet into your English notebook.*

# To undertake planning of my persuasive essay by developing my arguments, evidence and persuasive devices

The **topic** that you are writing a persuasive essay about is: ‘Bullies should face consequences for their actions.’

1. Develop arguments for and against the topic and identify three pieces of evidence you could use to support your argument.

|  |  |
| --- | --- |
| **Arguments for** | **Arguments against** |
| 1. Bullies should be punished more by schools   Evidence: A student wrote about a teacher overhearing that was being bullied and called a name but didn’t intervene and how this encouraged bullies to keep going.  Evidence:  Evidence: | 1. Having bullies suspended from school doesn’t help to stop the problem   Evidence: Students have shown that children who bully suffer from emotional and behavioural issues and need support and not punishment.  Evidence:  Evidence: |
| 2.  Evidence:  Evidence:  Evidence: | 2.  Evidence:  Evidence:  Evidence: |
| 3.  Evidence  Evidence:  Evidence: | 3.  Evidence  Evidence:  Evidence: |

*Paste this worksheet into your English notebook.*

1. Plan your persuasive devices by filling out the table below. You will need to incorporate one persuasive device per paragraph

|  |  |
| --- | --- |
| **Persuasive Technique** | **Your example that you will use in your essay** |
| Anecdote-a brief personal account or story |  |
| Exaggeration-using dramatic-forceful language to exaggerate the real situation |  |
| Rhetorical question-a question with the answer implied and does not need to be answered |  |
| Evidence-facts, information or exert opinions, often from authoritative sources |  |
| Evidence-facts, information or exert opinions, often from authoritative sources |  |
| Emotive language-deliberately strong words to provoke a reaction in the reader |  |
| Inclusive language- Inclusive language- encourages the reader to agree by implying this is view shared by the group. |  |

1. Complete the following reflection:

I will be arguing that \_\_\_\_\_\_\_\_\_\_\_\_\_

My three supporting arguments are \_\_\_\_\_\_\_\_\_\_\_\_\_

*Paste this worksheet into your English notebook.*

# LI: To complete a CFT by writing a persuasive essay plan using a scaffold

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| Year level: | | | Subject: | CFT Title: | | | |
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| **Brief description of the task:**  Your task is to complete a persuasive essay plan using the scaffold on the topic: ‘Bullies should face consequences for their actions.’   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ASSESSMENT CRITERIA | High | Medium | Low | Not Shown | | **Structure:** The essay is organised with a clear introduction, body and conclusion. |  |  |  |  | | **Body paragraphs:** The TEEL structure is clear and each of the TEEL components works together to make a clear argument. |  |  |  |  | | **Vocabulary**: A range of appropriate vocabulary has been chosen to persuade. Modal verbs are used e.g. must, shall, has to, will, should, ought to |  |  |  |  | | **Persuasive techniques**: at least one persuasive technique per paragraph, and each paragraph features a different persuasive technique. |  |  |  |  | | **Fluent expression, spelling, punctuation and grammar**  Accuracy in these listed features is essential. |  |  |  |  |   **Expected word length**: 350-400 words. |

**Topic:** ‘Bullies should face consequences for their actions.’

Task 1: Identify which **side** you will be **arguing** and circle it below:

**For:** ‘Bullies should face consequences for their actions.’

**Against: ‘**‘Bullies should receive help instead of consequences for their actions.’

Task 2: Write an **introduction** to your essay

**Hook:** Get the reader’s attention by using a "hook," ie quote, anecdote, exaggeration, rhetorical question, statistic or fact. What is the most interesting thing you have found out about the topic?

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Give some **background information** about the topic. Why is bullying an issue? What are some problems that it causes for young people? Start with a strong persuasive phrase:

*Bullying is an important issue facing us today because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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State your contention-Re-write the side that you will be arguing in your own words. Do you think bullies should face harsher consequences? Or do you think bullies should receive more support so they don’t bully any more?

*Bullies should\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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State the two arguments you are making-pick two arguments from the table you wrote where you listed arguments for and against the topic.

*There are two very strong arguments to support this case:*

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Red notebook: paste this planning sheet in your red notebook.*

**Task 3: Write your first body paragraph**

LI: Write a TEEL paragraph for your first argument.

**Topic Sentence:** What is your first supportive argument i.e. the first argument you listed in your introduction? Start with a strong persuasive phrase:

*The first thing you need to realise about this issue is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Explain your topic in more detail**. In this case you will explain your point of view on your chosen topic. What is your point of view? Why do you believe this?

*It’s necessary support/punish bullies because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Give **examples** to explain your analysis. What persuasive technique can you use that will persuade your audience. Use interesting facts that will engage your reader

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Link/Concluding Sentence. Conclude** your paragraph with a strong statement about your opinion on the topic.Wrap up your first point with re-enforcement:

*This kind of overwhelming evidence shows\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Red notebook: paste this planning sheet in your red notebook.*

**Task 4: Write your second body paragraph**

LI: Write a TEEL paragraph for your second argument.

**Topic Sentence:** What is your second supportive argument i.e. the second argument you listed in your introduction? Start with a strong persuasive phrase:

*Another important point to consider is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Explain your topic in more detail**. In this case you will explain your point of view on your chosen topic. What is your point of view? Why do you believe this?

*We must help/ discipline bullies because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Give **examples** to explain your analysis. What persuasive technique can you use that will persuade your audience. Use interesting facts that will engage your reader

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**Link/Concluding Sentence. Conclude** your paragraph with a strong statement about your opinion on the topic.Wrap up your first point with re-enforcement:

*These undeniable facts prove\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*Red notebook: paste this planning sheet in your red notebook.*

**Task 5: Write your conclusion**

LI: Write a conclusion to your essay.

**Conclusion:** DO NOT SUMMARISE your speech. Direct the audience to take action or change their minds.

**Key message:**

*As you can see from my arguments, there are two key things we must realise\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Change minds:**

*We can no longer think that bullies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Take action:**

*What we need to do now is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*Red notebook: paste this planning sheet in your red notebook.*

# LI: To write a persuasive essay for assessment

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| Year level: | | | Subject: | AT Title: | | | |
| Due date: | | | | Weighting: | | |
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| **Brief description of the task:**  Your task is to complete a persuasive essay on the topic: ‘Bullies should face consequences for their actions.’  You will have a double period to write out your draft from the scaffold plan.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | ASSESSMENT CRITERIA | 5 | 4 | 3 | 2 | 1 | NS | | **Structure:** The essay is organised with a clear introduction, body and conclusion. |  |  |  |  |  |  | | **Body paragraphs:** The TEEL structure is clear and each of the TEEL components works together to make a clear argument. |  |  |  |  |  |  | | **Vocabulary**: A range of appropriate vocabulary has been chosen to persuade. Modal verbs are used e.g. must, shall, has to, will, should, ought to |  |  |  |  |  |  | | **Persuasive techniques**: at least one persuasive technique per paragraph, and each paragraph features a different persuasive technique. |  |  |  |  |  |  | | **Fluent expression, spelling, punctuation and grammar**  Accuracy in these listed features is essential. |  |  |  |  |  |  |   **Expected word length**: 350-400 words. |

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| **UG**  < 40 % | **E**  40 - 44 % | **E +**  45 - 49 % | **D**  50 - 54 % | **D +**  55 - 59 % | **C**  60 - 64 % | **C +**  65 - 69 % | **B**  70 - 74 % | **B +**  75 - 79 % | **A**  80 - 89 % | **A +**  90 - 100 % |