

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Students Wear Uniforms?" develop their arguments. We filled in some information for you.

	Paige	Lucas
line(s) that expresses the central idea, or central claim		"But I'm convinced that making Ridgewood students wear uniforms is a bad idea . . ."
two pieces of evidence that support the central idea, or central claim		
line(s) that expresses the counterargument	"I know many students are worried that uniforms will restrict our freedom of expression."	
line(s) that contains the rebuttal to the counterargument		

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Students Wear Uniforms?" develop their arguments. We filled in some information for you.

	Paige	Lucas
line(s) that expresses the central idea, or central claim		"But I'm convinced that making Ridgewood students wear uniforms is a bad idea . . ."
two pieces of evidence that support the central idea, or central claim		

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should Students Wear Uniforms?" Complete the scavenger hunt on page 25.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should students wear uniforms?

Consider what you read in the two essays, as well as your own viewpoint.
Check the box next to the point of view you will argue in your essay,
or write your own opinion in the space provided.

☐ **Yes!** Uniforms for all!

☐ **No!** Kids should choose their own clothes.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the essays support your opinion? What other information supports your opinion?
List at least three supporting details on the lines below.

Here's an example: If you think students should wear uniforms, one of your supporting details might be that uniforms would make getting ready for school faster and easier.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think schools **SHOULD** require uniforms, summarize the strongest arguments against uniforms that Lucas presents in his letter. If you think schools **SHOULD NOT** require uniforms, summarize the strongest arguments in favor of school uniforms that Paige presents.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The very beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe a personal experience that you've had with a uniform, whether you had to wear it for school, a sport, or a job. Did you like wearing a uniform?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view about wearing uniforms. Here's one way you could structure your question: "*Can wearing uniforms really _____?*"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook: _____

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Use information from both essays to finish the summary below.

Paige believes that students at her school should be required to wear uniforms. Her friend Lucas thinks that requiring students to wear uniforms _____

STEP 7: START WRITING

On the next page, you'll find guidelines for how to organize your essay.

Argument Essay Outline

Directions: Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

1	<h2>INTRODUCTION</h2> <p>Open with your hook from Step 5.</p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of schools requiring uniforms.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
2	<h2>BODY PARAGRAPH(S)</h2> <p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1182 909 1531 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p>Hint! Order your supporting points from weakest to strongest. Readers will remember details that are presented last.</p> </div>
3	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p>Now it's time to recognize the other side of the argument.</p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
4	<h2>CONCLUSION</h2> <p>Write 2-3 sentences to remind your readers of your main points.</p> <p>Finish with a strong final sentence.</p> <div data-bbox="1206 1554 1531 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; margin-top: 20px;"> <p>Need an idea? Refer to your hook, find a quote, or give a call to action.</p> </div>
5	<h2>READ AND REVISE</h2> <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

SKILL: Essay Writing

Argument-Essay Checklist

Directions: Use this guide to check your own essay, or exchange papers with a classmate and use the list to check each other's essays. In the margins of the essay you are checking, make notes about anything that needs to be revised.

Introduction

- ✓ Does the first sentence grab readers' attention?
- ✓ Does the first paragraph provide a general overview of the essay's topic?
- ✓ Does the first paragraph include a thesis statement that strongly and clearly states your point of view? Does the thesis clue readers in as to what the essay is going to be about?

Body Paragraphs

- ✓ Do they contain a total of at least three points that support the thesis?
- ✓ Do they provide details to further explain each of the supporting points?
- ✓ Are the supporting points presented in order from weakest to strongest?
- ✓ Do you acknowledge an opposing point of view and then explain why you think it isn't strong enough to change your point of view?

Conclusion

- ✓ Does the last paragraph remind readers of the main points of the essay, without going into *too* much detail and repeating everything readers just read?
- ✓ Is the conclusion free of new information (such as another supporting point)?
- ✓ Does the last sentence leave readers with a strong final impression?

General

- ✓ Does one idea flow smoothly into the next?
- ✓ Do the sentence structures and lengths vary?
- ✓ Does every sentence relate to the thesis?
- ✓ Does everything make sense?
- ✓ Is the essay convincing?
- ✓ Are the grammar, punctuation, and spelling correct?

SKILL: Essay Writing

Great Transitions

Transitions are like bridges between your ideas—they help your readers move from one idea to the next. Here are some transition words and phrases you may wish to use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

If you are adding information or showing similarity between ideas:

- additionally
- besides
- so too
- first of all/secondly/thirdly
- in addition
- also
- likewise
- to begin with
- as well as
- another
- furthermore
- finally

If you are showing that one idea is different from another:

- however
- even though
- in contrast
- on the one hand/on the other hand
- yet
- despite
- still
- some people say/other people say
- but
- although
- in spite of
- regardless

If you are showing that something is an example of what you just stated:

- for example
- to illustrate
- this can be seen
- for instance
- namely
- specifically

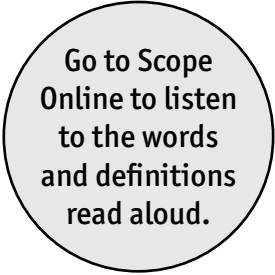
If you want to show cause and effect:

- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:

- in fact
- of course
- truly
- even
- indeed

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Should Students Wear Uniforms?"

- 1. aspect (AS-pekt)** *noun*; An aspect is a particular part or feature of something. For example, eating nutritious foods is one aspect of a healthy lifestyle; other aspects include exercising, getting plenty of sleep, and participating in activities that make you happy.
- 2. consideration (kuhn-sid-uh-REY-shuhn)** *noun*; *Consideration* can mean "careful thought," as in "Do I want to quit the basketball team and join the band? Hmm. I need to give that some consideration." *Consideration* can also mean "kindness and thoughtfulness for others," as in "Austin always shows great consideration; he is careful not to say anything that might hurt someone's feelings." Or *consideration* can mean "something that you think about when you make a choice or decision," as in "Comfort should be a consideration when you are deciding which shoes to wear to the dance."
- 3. individuality (in-duh-vij-oo-AL-ih-tee)** *noun*; Your individuality is what makes you unique—the combination of qualities you possess that make you different from other people. Objects can also have (or not have) individuality. If all of the houses in a neighborhood look exactly the same, the houses have no individuality.
- 4. input (IN-poot; rhymes with foot)** *noun*; As it is used in the article, *input* means "a contribution of ideas, information, or opinions." If a friend asks for your input on which backpack he should get, he wants your opinion to help him make a decision.
- 5. punctuality (puhngk-choo-AL-ih-tee)** *noun*; The adjective *punctual* (PUHNGK-choo-uhl) means "arriving or doing something at the expected or planned time."

Punctuality is the quality or state of being on time. If your soccer coach is a stickler for punctuality, it's important that you be on time for practice.

Directions: On the back of this page, list any other words from the letters whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Should Students Wear Uniforms?"

Directions: Choose the word that is most similar in meaning to each word in bold.

1. individuality

- Ⓐ sameness Ⓑ uniqueness

2. aspect

- Ⓐ whole Ⓑ part

3. punctuality

- Ⓐ promptness Ⓑ tardiness

4. input

- Ⓐ silence Ⓑ suggestion

Directions: For each question below, fill in the circle next to the best answer. Briefly explain your choice.

5. Imagine you are planning a surprise party for Ethan. Would you ask Ethan for his input?

- Ⓐ no
Ⓑ yes

Reason: _____

6. Which bowls have more individuality?

- Ⓐ the bowls Ken made by hand in art class
Ⓑ the bowls Ken's mom bought at Target

Reason: _____

Directions: Briefly respond to each prompt below.

7. List two aspects of your daily life that involve computers.

8. What are two possible considerations in the decision of how to spend a family vacation?

9. Explain how the bells that sound in the hallways at school encourage punctuality.

