

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.

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### 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:** \_\_\_\_\_

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### 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:** \_\_\_\_\_

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### 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** \_\_\_\_\_

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### 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.

<b>1</b>	<p align="center"><b>INTRODUCTION</b></p>
<p align="center"><b>Open with your hook from Step 5.</b></p> <p align="center">↓</p> <p align="center">Write a transition sentence that relates your hook to the question of schools requiring uniforms.</p> <p align="center">↓</p> <p align="center">(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p align="center">↓</p> <p align="center">Write your summary of the issue from Step 6.</p> <p align="center">↓</p> <p align="center">Finish with your thesis from Step 4.</p>	
<b>2</b>	<p align="center"><b>BODY PARAGRAPH(S)</b></p>
<p align="center"><b>Now write your supporting points from Step 2.</b> <b>For each one, write 1-3 sentences that provide additional details.</b></p> <p align="center">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; width: 200px;"> <p><i><b>Hint!</b> Order your supporting points from weakest to strongest. Readers will remember details that are presented last.</i></p> </div>	
<b>3</b>	<p align="center"><b>ACKNOWLEDGE THE OTHER SIDE</b></p>
<p align="center"><b>Now it's time to recognize the other side of the argument.</b></p> <p align="center">Use what you wrote in Step 3.</p> <p align="center">Then explain why you think the opposing point of view is wrong.</p>	
<b>4</b>	<p align="center"><b>CONCLUSION</b></p>
<p align="center"><b>Write 2-3 sentences to remind your readers of your main points.</b></p> <p align="center">Finish with a strong final sentence.</p> <div data-bbox="1206 1556 1531 1766" style="border: 1px dotted black; border-radius: 50%; padding: 10px; float: right; width: 200px;"> <p><i><b>Need an idea?</b> Refer to your hook, find a quote, or give a call to action.</i></p> </div>	
<b>5</b>	<p align="center"><b>READ AND REVISE</b></p>
<p align="center"><b>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</b></p>	