

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write an Argument Essay

**Directions:** Read "Would You Get a Flip Phone?" Complete the essay kit on page 11.  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should you get a flip phone?

Consider what you read in the article, as well as your own viewpoints.  
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!** What a great idea!

☐ **No!** What a terrible idea!

☐

\_\_\_\_\_

\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 11. Which points 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 you should get a flip phone, one of your supporting details might be: "Flip phones don't have Instagram or any other app. That means you can enjoy your time free from distractions and pressure to be doing something else."**

**1.**

\_\_\_\_\_

**2.**

\_\_\_\_\_

**3.**

\_\_\_\_\_

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that you **SHOULD** get a flip phone, summarize the strongest arguments of those who disagree. If you think that you **SHOULD NOT** get a flip phone, summarize the main reasons some people think getting a flip phone is a good idea.

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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 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 your relationship with your smartphone. Do you ever feel addicted to it? Do you feel like it enhances your life? (If you don't have a smartphone you can describe a family member's or friend's relationship to his or her phone instead.)
- 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. Here's one way you could structure your question:  
"Would getting rid of your smartphone 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. Finish the summary of the debate over getting a flip phone.

**An increasing number of people are getting rid of their smartphones and using flip phones instead.**

**Some people think that smartphones can** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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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>	<h2 style="text-align: center;">INTRODUCTION</h2> <p style="text-align: center;"><b>Open with your hook from Step 5.</b></p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Write a transition sentence that relates your hook to the question of whether you should get a flip phone.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Write your summary of the issue from Step 6.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Finish with your thesis from Step 4.</p>
<b>2</b>	<h2 style="text-align: center;">BODY PARAGRAPH(S)</h2> <p style="text-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 style="text-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="1185 913 1526 1207" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i><b>Hint!</b> Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
<b>3</b>	<h2 style="text-align: center;">ACKNOWLEDGE THE OTHER SIDE</h2> <p style="text-align: center;"><b>Now it's time to recognize the other side of the argument.</b></p> <p style="text-align: center;">Use what you wrote in Step 3.</p> <p style="text-align: center;">Then explain why you think the opposing point of view is wrong.</p>
<b>4</b>	<h2 style="text-align: center;">CONCLUSION</h2> <p style="text-align: center;"><b>Write 2-3 sentences to remind your readers of your main points.</b></p> <p style="text-align: center;">Finish with a strong final sentence.</p> <div data-bbox="1209 1564 1526 1764" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <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>	<h2 style="text-align: center;">READ AND REVISE</h2> <p style="text-align: center;"><b>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</b></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:

## "Would You Get a Flip Phone?"

1. **bombard (bom-BAHRD)** *verb*; To bombard is to attack constantly or repeatedly. This attack could be with weapons, as in, "The submarine bombarded the enemy's ship with torpedoes until it sank." *Bombard* can also mean to bother or overwhelm someone by "attacking" him or her with questions, information, criticism, or something similar. Reporters might bombard Ariana Grande with questions. A politician might be bombarded with angry posts on social media.
2. **devastate (DEV-uh-stayt)** *verb*; To devastate is to destroy or ruin, either physically or emotionally. A hurricane might devastate a beach town. Losing the state championship by one basket might devastate a basketball team.
3. **distraction (dih-STRAK-shuhn)** *noun*; A distraction takes your attention away from something. Your brother might be a distraction while you are doing your homework if he is constantly asking you questions. A blinking sign might be a distraction to someone who is driving.
4. **equivalent (ih-KWIV-uh-luhnt)** *adjective*; To be equivalent means to be equal or the same in force, value, or amount. A quarter is equivalent to five nickels.
5. **landline (LAND-lahyn)** *noun*; A landline is a telephone that is physically connected to wires or cables outside and uses these wires or cables to send and receive calls. A cell phone, on the other hand, sends calls through the air, without any wires. Before cell phones, most people had landlines in their homes.
6. **meaningful (MEE-ning-fuhl)** *adjective*; If something is meaningful, it is full of meaning, importance, or value. You probably have a meaningful relationship with your best friend; you are less likely to have a meaningful relationship with your server at a restaurant. A meaningful conversation is deep and important. A meaningful gift is valuable—particularly in an emotional way—to the person who receives it.
7. **transformative (trans-FAWR-mah-tiv)** *adjective*; The verb *transform* means "to change completely." Something transformative has the power to change something or someone in a big way. A book that changes your thinking about something could be called transformative.

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**Directions:** Below, list any other words from the article 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 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

**Directions:** Briefly answer each question below.

1. Describe a situation in which you might need to use a **landline**.

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2. Would a celebrity who is very private about their personal life want to be **bombarded** with questions about their family by the press? Explain.

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3. A storm **devastated** Mr. Ross's vegetable garden. Describe the garden after the storm.

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4. Kate says drinking this soda is **equivalent** to swallowing 20 teaspoons of sugar. What does she mean?

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**Directions:** Fill in the circle next to the best answer to each question.

5. Which of the following could be described as a **distraction**?

- Ⓐ a bird tapping on a classroom window while students are taking a test  
Ⓑ a clown entertaining children at a birthday party

6. Which of the following is more likely to be **transformative**?

- Ⓐ eating a peanut butter and jelly sandwich  
Ⓑ spending time in another country

7. Every time I visit that website, I am \_\_\_\_\_ with pop-up ads.

Which word best fits in the sentence above?

- Ⓐ devastated  
Ⓑ bombarded

8. Which of the following is a synonym of **meaningful**?

- Ⓐ useless  
Ⓑ ordinary  
Ⓒ significant  
Ⓓ delightful

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## “Would You Get a Flip Phone?” Quiz

**Directions:** Read “Would You Get a Flip Phone?” Then answer the questions below.

- Which of the following is NOT a way that the author develops the idea that Janey was very attached to her iPhone?
  - She lists the many ways Janey used her iPhone.
  - She describes Janey as being “devastated” after her iPhone broke.
  - She includes information about the number of people giving up their smartphones.
  - She describes Janey’s iPhone breaking as Janey’s “worst nightmare.”
- The author likely includes the statement about smartphones from psychologist David Anderson on page 10 to
  - support the argument that smartphones can improve our lives.
  - support the claim that most people don’t use smartphones responsibly.
  - refute the claim that flip phones are not as useful as smartphones.
  - emphasize the negative aspects of smartphones.
- The author writes, “Will FOMO—that is, fear of missing out—stop you from enjoying time with your sister?” What literary device is she using?
  - hyperbole
  - rhetorical question
  - metaphor
  - symbolism
- The purpose of the literary device in question 3 is
  - to emphasize the importance of spending time with family.
  - to explain to the reader what FOMO is.
  - to show how smartphones can help people stay in touch with their friends.
  - to encourage readers to think about how smartphones can interfere with their lives.
- Which line supports the idea that smartphones have a “dark side” (p. 10)?
  - “You can send texts, stream songs, and make plans with friends from anywhere.” (p. 10)
  - “If she wants to talk to friends, she calls them.” (p. 11)
  - “Plus, being bombarded with social media notifications can be stressful . . .” (p. 11)
  - “Still, having a flip phone can mean missing out . . .” (p. 11)
- Which claim could BEST be supported with information from the article?
  - People who have flip phones have less of a social life than people who have smartphones.
  - Janey still wishes she had a smartphone.
  - Smartphones can make our lives stressful.
  - Flip phones are easier to use than smartphones.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

- What key idea of the article is supported by the details about Janey’s experience of replacing her smartphone with a flip phone? Explain your answer.
- Author Mackenzie Carro writes, “The smartphone is one of the most transformative inventions in modern history” (p. 10). How well does she support this statement? Explain.

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## “Would You Get a Flip Phone?” Quiz

**Directions:** Read “Would You Get a Flip Phone?” Then answer the questions below.

**1. Which line supports the idea that Janey was very attached to her iPhone?**

- (A) “Janey still texts on her flip phone . . .” (p. 11)
- (B) “The smartphone is one of the most transformative inventions in modern history.” (p. 10)
- (C) “‘So much of my life revolved around that phone,’ she says.” (p. 10)
- (D) “And now she is part of a growing group of people choosing the smartphone-free life.” (p. 10)

**2. The statement from psychologist David Anderson on page 10 helps you understand**

- (A) how smartphones can improve your life.
- (B) why we would be better off without smartphones.
- (C) that smartphones are easier to use than flip phones.
- (D) how to use a smartphone responsibly.

**3. On page 11, the author writes, “Will FOMO—that is, fear of missing out—stop you from enjoying time with your sister?” In this line, what literary device is she using?**

- (A) hyperbole
- (B) rhetorical question
- (C) metaphor
- (D) symbolism

**4. The purpose of the literary device in question 3 is**

- (A) to emphasize the importance of spending time with family.
- (B) to explain to the reader what FOMO is.
- (C) to show how smartphones can help people stay in touch with their friends.
- (D) to encourage readers to think about how smartphones can get in the way of their lives.

**5. On page 10, the author writes that smartphones have a “dark side.” She means that**

- (A) smartphones are not useful.
- (B) smartphones have black screens.
- (C) there are bad things about smartphones as well as good things.
- (D) smartphones are totally evil.

**6. Which of the following claims could NOT be supported with information from the article?**

- (A) Too much smartphone use can be unhealthy.
- (B) Smartphones have made our lives easier.
- (C) Flip phones are easier to use than smartphones.
- (D) Janey prefers a flip phone to a smartphone.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

**7. What idea about flip phones is expressed in the cartoon on page 10? Explain your answer.**

**8. According to the article, how could switching from a smartphone to a flip phone improve your life? Use text evidence.**