

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Alicia Give Up *Fortnite*?" develop their arguments. We filled in some information for you.

| | Jeremy | Alicia |
|--|--|--|
| line(s) that expresses the central idea, or central claim | | "Besides, the benefits of <i>Fortnite</i> far outweigh the drawbacks." |
| two pieces of evidence that support the central idea, or central claim | | |
| line(s) that expresses the counterargument | "I know the violence in <i>Fortnite</i> isn't graphic—that there's no blood or guts . . ." | |
| line(s) that contains the rebuttal to the counterargument | | |

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Write an Argument Essay

Directions: Read "Should Alicia Give Up *Fortnite*?" Complete the scavenger hunt on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should Alicia give up *Fortnite*?

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!** *Fortnite* is harmful.

☐ **No!** There's nothing wrong with *Fortnite*.

☐

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 Alicia should give up *Fortnite*, one of your supporting details
might be that she's been neglecting her friendships because of the game.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Alicia **SHOULD** give up *Fortnite*, summarize the strongest arguments in favor of the game that Alicia presents in her letter. If you think Alicia **SHOULD NOT** give up *Fortnite*, summarize the strongest arguments against the game that Jeremy 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 *Fortnite*. Do you play the game? Has it ever impacted your sleep or social life? Has it impacted a friend's?
- 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 *Fortnite*. Here's one way you could structure your question: "*Is Fortnite 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.

Jeremy thinks that his friend Alicia should stop playing *Fortnite* because it's negatively affecting her. Alicia disagrees and believes that _____

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 | INTRODUCTION |
| <p>Open with your hook from Step 5.</p> <p style="text-align: center;">↓</p> <p>Write a transition sentence that relates your hook to the question of giving up <i>Fortnite</i>.</p> <p style="text-align: center;">↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p style="text-align: center;">↓</p> <p>Write your summary of the issue from Step 6.</p> <p style="text-align: center;">↓</p> <p>Finish with your thesis from Step 4.</p> | |
| 2 | BODY PARAGRAPH(S) |
| <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 1529 1207" 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 | ACKNOWLEDGE THE OTHER SIDE |
| <p>Now it's time to recognize the other side of the argument.</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> | |
| 4 | CONCLUSION |
| <p>Write 2-3 sentences to remind your readers of your main points.</p> <p style="text-align: center;">Finish with a strong final sentence.</p> <div data-bbox="1206 1554 1529 1764" 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 | READ AND REVISE |
| <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p> | |

Name: _____ Date: _____

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

Vocabulary:

"Should Alicia Give Up *Fortnite*?"

- 1. addictive (uh-DIK-tiv)** *adjective*; To be addicted to something is to feel like you need to have it or do it all the time—to feel like you can't give it up even if you want to.

Addictive is used to describe something that people can easily become addicted to. For example, cigarettes are addictive. People also use *addictive* in a more casual way to describe something that is so enjoyable that you want more and more of it, as in, "I watched five episodes of *Stranger Things* last night. That show is addictive."

- 2. beneficial (ben-uh-FISH-uhl)** *adjective*; Something beneficial is useful or helpful—it benefits you in some way. Getting plenty of sleep is beneficial to your health. If you are always running late in the morning, you might find it beneficial to choose your clothes the night before.

- 3. compromise (KOM-pruh-mayhz)** *verb*; As it is used in the article, *compromise* means "to weaken, damage, or impair." You compromise your safety if you don't wear your seat belt.

Compromise can also mean "to come to an agreement by having everyone give up a little bit of what they want." Imagine twins Janet and Jared are having a joint birthday party. Janet wants to serve pizza and chocolate cake; Jared wants to serve burgers and lemon cupcakes. The twins might compromise by serving pizza and lemon cupcakes.

- 4. excessive (ek-SES-iv)** *adjective*; Something that is excessive goes beyond what is necessary, normal, or desirable. If you eat an excessive amount of candy, you might get a stomachache. A football player might get a penalty for unsportsmanlike conduct if his end-zone celebration is excessive.

- 5. graphic (GRAF-ik)** *adjective*; As it is used in the article, *graphic* means "overly clear, realistic, or detailed in a visual way." If a movie has graphic violence, the violence looks very real—to the point that it is horrifying or shocking.

- 6. groggy (GROG-ee)** *adjective*; If you feel groggy, you feel dazed, weak, or unsteady, usually because you haven't gotten enough sleep. Illness and certain medications can also make people feel groggy.

- 7. vibrant (VAHY-bruhnt)** *adjective*; Something that is vibrant is lively and energetic. Someone with a vibrant personality is full of enthusiasm. Vibrant colors are bright and striking.

Directions: On this page, list any other words from the debate 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 Alicia Give Up *Fortnite*?"

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

1. beneficial

- Ⓐ helpful Ⓑ harmful

2. addictive

- Ⓐ uninteresting Ⓑ irresistible

3. excessive

- Ⓐ unnecessary Ⓑ necessary

4. graphic

- Ⓐ unclear Ⓑ detailed

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

5. Which would be beneficial to the environment?

- Ⓐ an increase in the number of cars on the road
Ⓑ more people riding bikes or walking instead of driving

Reason: _____

6. Which umbrella is more vibrant?

- Ⓐ a red one covered in tropical orange flowers
Ⓑ a black one covered in gray raindrops

Reason: _____

Directions: Briefly respond to each prompt below.

7. What is something that might compromise Luke's trust in Max?

8. If your soccer team is playing in the championship game tomorrow, will you play well if you wake up feeling groggy? Explain.

9. Calvin says his puppy's energy level is excessive. Describe how Calvin's puppy behaves.

