

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.
Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.
Tone is conveyed through the author's word choices and the details that he or she includes.

Directions: Read "Should Kids Get Paid to Do Chores?" Then read the examples and answer the questions below to explore the tone of each letter.

"I Deserve It" from Megan

1. One word that describes the tone of Megan's letter is helpful. Here are two reasons why:

- A. Megan begins her letter by mentioning two problems her parents face and then telling them how she can help. She writes, "You know how you and Dad are totally stressed out? And you know how I am always asking you for money? Well, I have the perfect solution to both problems: Pay me to help around the house."
- B. Megan spins her proposal in a way that makes it sound like paying her to do chores will help her grow as a person. When she lists ways that being paid to do chores would benefit her, she only lists ways that her parents would likely find appealing. For example, Megan states that her plan will make her successful in school and in her career, and teach her responsibility and how to manage money. Presumably, these are all things her parents want to teach her; Megan sounds like she's offering a way to help them do it.

2. Another word that describes the tone of Megan's letter is confident. Here is one reason why:

- A. "This plan will make your life easier," Megan writes, "and it will be good for me." This sentence conveys confidence: Megan states what *will* happen, not what might happen.

Write another reason the tone could be described as confident:

- B. _____

3. Another word that describes the tone of the letter is _____ (fill in the blank).

Write two reasons the tone could be described with the word you wrote in the blank:

A. _____

B. _____

"It's Not About Money"
from Megan's mom

4. One word that describes the tone of Mom's letter is reasonable. Here is one reason why:

A. Mom clearly explains why she is rejecting Megan's proposal. She writes, "Doing chores isn't the same as having a paying job. Chores have to be done—whether you get paid or not."

Write another reason the tone could be described as reasonable:

B. _____

5. Another word that describes the tone of Mom's letter is _____ (fill in the blank).

Write two reasons the tone could be described this way:

A. _____

B. _____

6. Mom's tone shifts in the last paragraph of her letter. A word that describes the tone of the last paragraph is _____ (*fill in the blank*).

Write one reason the tone could be described with the word you wrote in the blank:

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Scavenger Hunt

Directions: Fill in the boxes below to explore how the authors of the letters in "Should Kids Get Paid to Do Chores?" develop their arguments. We filled in some information for you.

	Megan	Mom
line(s) that express the central idea, or central claim		"Chores are part of family life, and we all need to pitch in to keep our home clean and organized." (p. 27)
two pieces of evidence that support the central idea, or central claim		
line(s) that express the counterargument	"Now, you might be thinking that I should just do all these chores for free." (p. 26)	
line(s) that contain the rebuttal to the counterargument		

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Write an Argument Essay

Directions: Read "Should Kids Get Paid to Do Chores?" Complete the scavenger hunt on page 27. Then follow the steps below to write an argument essay.

STEP 1: DECIDE WHAT YOU THINK

Should kids get paid to do chores? 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! Kids should get paid for chores.

☐ No! Chores are a part of life.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which details from the debate support your opinion? What other information supports your opinion? List at least three supporting details here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you agree with Megan and think that kids should get paid to do chores, summarize Megan's mom's strongest arguments for why Megan SHOULD NOT get paid to do her chores. Alternatively, if you think kids should not get paid to do chores, summarize the main reasons Megan thinks they SHOULD.

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 an anecdote (a very short story), a fact, a quote, or a rhetorical question (a question to which you don't expect an answer). **Choose one of the ideas below, or use your own idea, and write a hook on the lines provided (1-3 sentences).**

- 1. ANECDOTE:** Describe your personal experience with chores. Do you help your parents around the house? Do you ever get paid to do so?
- 2. 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. RHETORICAL QUESTION:** Ask your readers a question that reflects your point of view about chores. One way you could structure your question is like this: "What's wrong with a kid getting paid to _____?"

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 very brief summary of the issue—in this case, that there is a disagreement about whether kids should get paid to do chores.

Your summary of the issue: _____

STEP 7: START WRITING

Now that you have the key ingredients for your essay, you are ready to start writing. On the next page, you'll find guidelines for how to organize your ingredients, as well as hints about what else you'll need to add.

Directions: Follow the guidelines below to write a strong essay about whether kids should get paid for doing chores. You will use what you wrote on the first two pages of this activity.

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether kids should get paid for doing chores. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

BODY PARAGRAPH(S)

Here's where you write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details. 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. Order your supporting points from weakest to strongest. Readers tend to remember best the details that are presented last.

ACKNOWLEDGE THE OTHER SIDE

Now it's time to recognize the other side of the argument. Use what you wrote in Step 3. Then explain why you think the opposing point of view is wrong.

CONCLUSION

Use 2-3 sentences to remind your readers of your main points.



Finish with a strong final sentence. Looking for an idea? Try referring to your hook, finding a quote, or inspiring your readers.

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written. Make any necessary changes and write a second draft.

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:

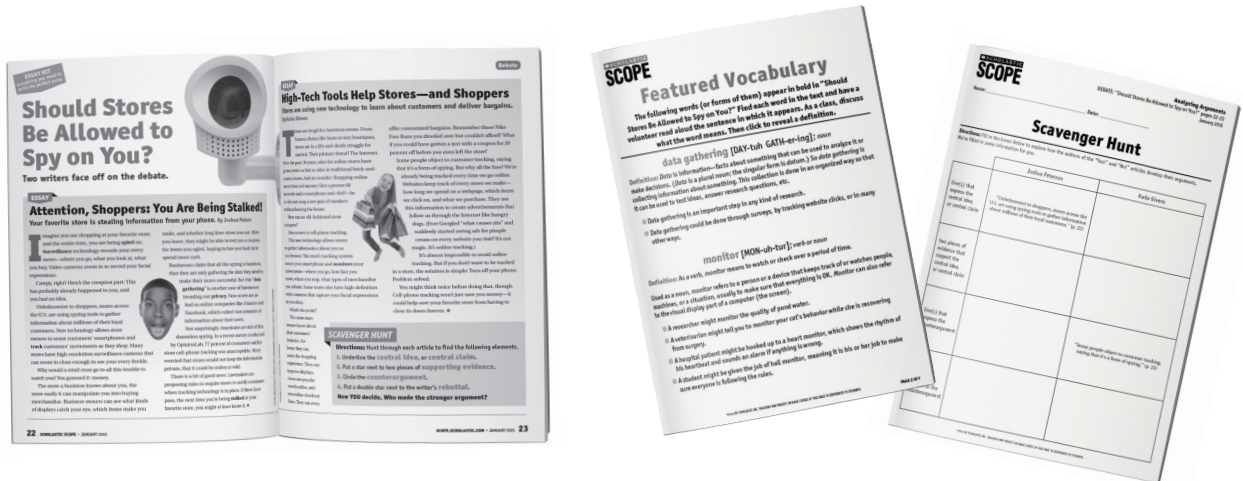
- as a result
- consequently
- so
- it follows that
- therefore
- eventually

If you want to add emphasis:

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

How to Use the Debate/Scavenger Hunt

Bring this activity to life in your classroom



Preview: Your students read and evaluate two texts with opposing points of view. A text-marking activity then sets students up for a lively classroom debate.

Learning Objectives: to read and critique two argument essays, to develop a working vocabulary for discussing arguments, and to participate in a class debate

Key Skills: analyzing arguments, identifying central ideas and supporting details, comparing and contrasting, tone

Step-by-Step Lesson Plan

Text Marking, Debate, Argument Writing

1 Preparing to Read

(5 minutes, activity sheet online)

- Give students a minute or so to preview the text features—the headline, illustrations or photos, any charts or graphs, etc. Ask them what they think the article is going to be about.
- Project the list of **Vocabulary Definitions** (if provided) for students to refer to as they read. The reinforcement activity may be completed after reading or assigned as homework.

2 Reading, Text Marking

(30 minutes)

- Read both texts as a class.
- Ask: “No matter what you personally think about this issue, which author do you think makes the better argument?” Take a poll and tally the results on the board.
- Project the first text. Complete the Scavenger Hunt, modeling text marking on your whiteboard while students mark their magazines. Or, print the **Scavenger Hunt** activity sheet and distribute it.

- Have students complete the Scavenger Hunt for the second text in groups.

- As a class, discuss the question at the end of the Scavenger Hunt: Who made the stronger argument?

**Find all activity
sheets online at
SCOPE.SCHOLASTIC.COM**

student from the other group responds.

Students should quietly walk to the other side of the room if at any point during the debate they change their minds; be sure to ask any student who does this why he or she did so.

3 Discussion

(5 minutes)

Discuss the following as a class.

- ▶ What do the authors agree about?
- ▶ What do they disagree about?
- ▶ Which images support each author's argument? How?
- ▶ What is each author's tone? Explain your answer.

4 Debate

(15 minutes)

- Divide students into groups according to which author they believe makes the stronger argument. Have the groups stand on opposite sides of the room. Students can then debate: One student offers a reason (support) for his or her opinion; a

- At the end of the debate, compare the number of students who support each author with the number who supported each author before the debate.

5 Writing

(15 minutes, activity sheet online)

Optionally, have students complete the **Essay Kit** guided-writing activity to write an argument essay supporting their own point of view on the issue. Students can use the **Argument Essay Checklist** (available in *Scope's* online Activity Library) to evaluate and edit their essays.

Common Core State Standards:

R.1, R.2, R.3, R.6, R.8, R.9, W.1, W.4, W.5, W.8, SL.1, L.1, L.2, L.3

Differentiation

For Struggling Readers

Ask students to write one paragraph in which they state which of the two authors they agree with more and why.

For Advanced Readers

Have students find another text whose author argues either for or against the issue at hand. Have students compare that text with the one in *Scope*. Which author does a better job of supporting their argument? Why?