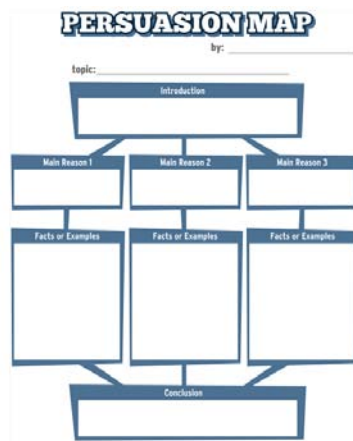


Persuasive Writing

Writing Topics & Graphic Organizers



Compiled by
Sonia Villalón
Teacher Specialist
Hanna High School

101 Persuasive Essay Topics

By: Mr. Morton

Whether you are a student in need of a persuasive essay topic, or a teacher looking to assign a persuasive essay, this list of 101 persuasive essay topics should be a great resource. I taxed my brain to create this huge list of persuasive essay topics relevant to today's society, but I believe I am happy with the results. I appreciate any and all comments or feedback.

1. Should students be allowed to have cell phones in elementary and high schools?
2. Should students have to wear uniforms?
3. Should college athletes be paid for playing?
4. Should the elderly receive free bus rides?
5. Should state colleges be free to attend?
6. Should all American citizens have to complete a year of community service?
7. Should students be required to take Spanish classes?
8. Should marijuana be legal for medicinal purposes?
9. Should the voting age be lowered to thirteen?
10. Should the driving age be raised to twenty-one?
11. Should students be paid for having good grades?
12. Should illegal immigrants be allowed to get drivers licenses?
13. Should not wearing a seatbelt be illegal?
14. Should students' textbooks be replaced by notebook computers?
15. Should students have to pass a basic skills test to graduate high school?
16. Should schools raise money by selling candy and sugary soft drinks to students?
17. Should schools serve french-fries and fried potato products to students at lunch?
18. Should students' grades in gym affect their grade point averages?
19. Should girls be allowed to play on boys sports teams?
20. Should teens be able to buy violent video games?
21. Should boys and girls be in separate classes?
22. Should teenage girls be allowed to get birth control without the permission of their parents?
23. Should our country have a universal health care program?
24. Should immigration laws be reformed?
25. Should the federal government recognize civil unions?
26. Should people who download music and movies illegally be punished?
27. Should school athletes have to be on the honor roll to play in games?
28. Should music with curse words be allowed at school dances?
29. Should public schools begin the day with a silent prayer time?
30. Should students be able to listen to MP3 players on headphones during study hall?
31. Should schools offer fast food options like McDonalds or Taco Bell?
32. Should smoking be allowed at parks and other outdoor public venues?
33. Should cities offer free public Wi-Fi?
34. Should the government place a tax on junk food and fatty snacks?
35. Should the 2nd amendment give citizens the right to own assault weaponry?
36. Should people travelling in airplanes have to undergo intensive security screenings?
37. Should restaurants be allowed to sell genetically modified chickens under the name "chicken"?
38. Should teachers have to pass a basic skills test every ten years to renew their certification?
39. Should people be allowed to keep exotic animals like chimpanzees or tigers?
40. Should people be allowed to keep pit-bull dogs?
41. Should the city offer a bike sharing program?
42. Should there be an ordinance citing people who fail to recycle \$50?
43. Should there be an ordinance citing people who play music too loudly \$50?
44. Should prostitution be legalized and regulated by the government?
45. Should celebrities who break the law face stricter penalties?
46. Should the government increase spending on the space program?
47. Should larger passengers have to pay for two plane or movie theater tickets?
48. Should children have to use booster seats in cars?

49. Should people have to get a license to become parents?
50. Should there be tougher federal restrictions for content on the internet?
51. Should people be allowed to curse on daytime television?
52. Should owners be legally accountable for clearing snow from sidewalks on their property?
53. Should sexual education be taught in public schools?
54. Should students be able to get free condoms at school?
55. Should students who commit cyberbullying be suspended from school?
56. Should corporations be allowed to advertise in schools?
57. Should students be allowed to eat during class?
58. Should more be done to protect and preserve endangered animals?
59. Is it appropriate for students and teachers to be friends on Facebook?
60. Should students have open campus lunch periods?
61. Should abortions be legal?
62. Should abortions be legal in cases of rape and incest?
63. Should the death penalty be used to punish violent criminals?
64. Should students learn about world religions in public schools?
65. Should schools start later in the morning?
66. Should the USA end overseas military operations?
67. Should politicians be allowed to accept campaign contributions from corporate lobbyists?
68. Should people with terminal illnesses have the right to doctor assisted suicides?
69. Should Puerto Rico become a state?
70. Should stem cell researchers be able to use the stem cells from aborted babies to cure diseases?
71. Should school athletes have to take drug tests?
72. Should professional athletes have to take drug tests?
73. Should America convert to the metric system?
74. Should high school students have to complete community service hours to graduate?
75. Should teens over 13 years be allowed into R rated movies?
76. Should state tests be given in other languages for ESL students?
77. Should scientists be allowed to test products intended for human use on animals?
78. Should unhealthy fast food products be sold with a warning label?
79. Should there be a tariff or tax on products manufactured outside of the country?
80. Should students or teachers receive money for scoring well on standardized tests?
81. Should everyone under the age of 17 have a 9:00 PM curfew?
82. Should schools with low scores on standardized tests be closed?
83. Should minors be allowed to drink alcoholic beverages in their homes with their parents' consent?
84. Should students be allowed to drop out before they turn 18 years old?
85. Should alcohol manufacturers be allowed to advertise on television?
86. Should students as young as fourteen be allowed to hold jobs?
87. Should American families have a two child max rule to limit population growth?
88. Should children younger than thirteen be allowed to watch MTV or music videos?
89. Should people who are caught driving drunk lose their licenses for a year?
90. Should students who fail their classes be retained and have to repeat the grade?
91. Should large businesses and corporations be required to employ a number of minorities proportionate to the population?
92. Should female construction workers earn the same wages as males?
93. Should children in temporary living situations with 3.0 GPAs earn free college tuition?
94. Should gambling and sports betting be illegal or should the government regulate it?
95. Should children who commit violent crimes be tried as adults?
96. Should the government be allowed to detain suspected terrorists without trial?
97. Should the government censor internet content deemed inappropriate?
98. Should teachers have to wear uniforms or have a dress code?
99. Should teachers be allowed to have cell phones in the classroom?
100. Should the state execute dogs that have bitten someone?
101. Should talking on a cell phone without a hands-free device while driving be illegal?

[Writing Topics](#)

[Student Models](#)

[MLA Style](#)

[APA Style](#)

[Judging Sources](#)

[Multimedia Reports](#)

Write Source 10



Writing Topics

My craziest experience in a restaurant or shopping mall

The hardest thing I've ever done

My first encounter with a bully

Let's hear it for my favorite senior citizen.

The toys I'll never give up

A friend who moved away

I couldn't believe that my mother volunteered me for that job.

Putting my foot in my mouth

What if school sports were dropped?

Who knows me best?

What do I worry about?

My muscles were so sore after . . .

What do we Americans do well?

"Obstacles are what you see when you take your eyes off the goal."

I admit it; I enjoy professional wrestling.

An unforgettable dream

My worst vacation

A "visit" to a hospital, doctor's office, or dentist's office

Coping with brothers and sisters

A typical evening at home

Morning madness

When I was a discipline problem

A meaningful gift I've given or received

We all make mistakes.

Why do I deserve the job?

My brother (or sister) made me so mad!

Hanging out

Something this school really needs is . . .

Why are soap operas so popular?

I take some things too seriously.

What do I do to break routine?

[More topics.](#)

Grades 9-12

[Back To Top](#)

Click here for more information on

[Write Ahead](#), [Writers Inc](#), [Write Source 9](#), [Write Source 10](#), [School to Work](#), or [Write for College](#)

The next wave of personal communication

Greed

Alone on a desert island

Let's push alternative sources of energy.

_____ is like a boomerang.

How it would feel to walk in space

It's a rule, so it's right . . . right?

What invention would you like to see in your lifetime?

Why appearance is not so important

How I express myself artistically

Is pollution a necessary evil?

What different colors mean to me

Why are soap operas so popular?

I take some things too seriously.

How do people who are in constant pain cope?

Is this love?

Foods I love, foods I hate

Tools I'll need in my intended profession

Why are some people so cruel?

What animals can teach humans

Self-esteem

Sometimes, adults seem . . .

My dream car

The idea hit me like a tornado.

My Web site

If I were a superhero, I'd be . . .

Something this school really needs is . . .

What do I do to break routine?

[Back to Topics page](#)

Transitional Words: Beginning Middle and Concluding

The transitional words have been organized into three categories: Beginning sentences or paragraphs, within a paragraph or to conclude a paragraph or writing. Some are interchangeable.

Beginning

first of all
to begin with
in the first place
generally speaking
accordingly
first
to illustrate my point
for example
for instance
as a rule
for the most part
generally
thereupon
also
as well as
besides
likewise
moreover
similarly
on one hand
on the other hand
rather
similarly
yet
but
however
here
there
over there
beyond
nearly
opposite
under
above
to the left
to the right
in the distance
by the way
Incidentally
let me explain

Middle

aside from
other than
barring
except
therefore
coupled with
furthermore
in addition
the meantime
ordinarily
usually
hence
otherwise
so then
as an example
in this case
comparatively
coupled with
correspondingly
identically
likewise
similar
moreover
together with
in essence
in other words
namely
that is
that is to say
in short
in brief
to put it differently
at first
on the contrary
at the same time
above all
particularly
including
especially
for instance
specifically
especially
particularly

Concluding

for now
for this reason
as a result
consequently
meanwhile
later
while
earlier
simultaneously
afterward
in conclusion
with this in mind
after all
all in all
all things considered
briefly by and large
in any case
in any event
in conclusion
on the whole
in short
in summary
in the final analysis
in the long run
to sum up
to summarize
finally
singularly
exclusive of
as you can see
for these reasons
to wrap up
to conclude
for this reason
simply stated
once again
to sum up my thoughts



Writing Helpers

Name _____

Transitional Words

accordingly
as a result
consequently
for this reason
for this purpose
hence
otherwise
so then
subsequently
therefore
thus
thereupon
also
as well as
besides
coupled with
furthermore
in addition
likewise
moreover
Similarly
by the same token
conversely
Instead
likewise
on one hand
on the other hand
on the contrary
rather
similarly
yet
but
however
still
nevertheless
in contrast
here
there
over there
beyond
nearly
opposite
under
above
to the left
to the right
in the distance
by the way

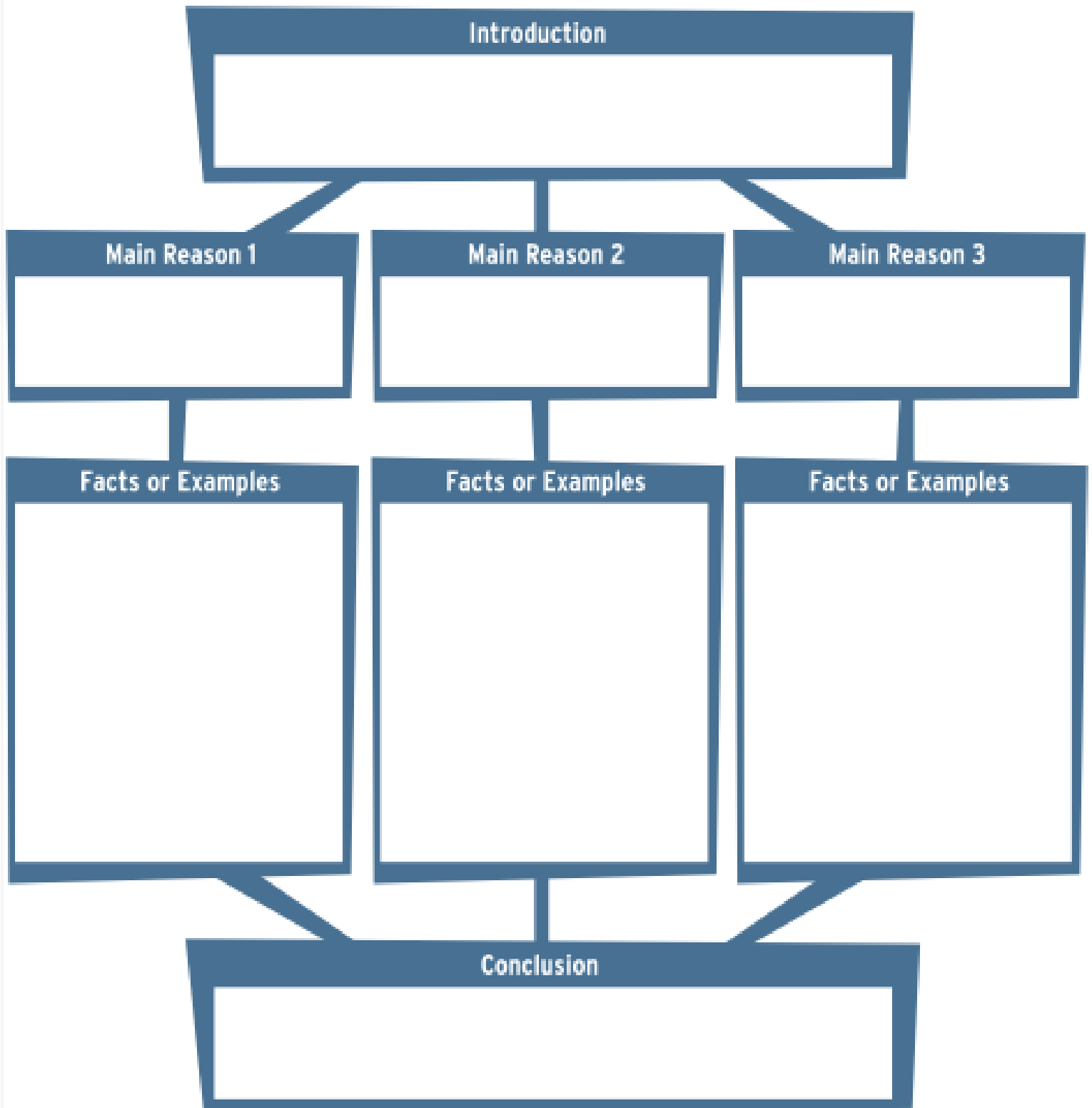
as a rule
as usual
for the most part
generally
generally speaking
ordinarily
usually
for example
for instance
for one thing
as an illustration
illustrated with
as an example
in this case
comparatively
coupled with
correspondingly
identically
likewise
similar
moreover
together with
in essence
in other words
namely
that is
that is to say
in short
in brief
to put it differently
at first
first of all
to begin with
in the first place
at the same time
above all
chiefly
with attention to
particularly
including
especially
for instance
in particular
markedly
namely
particularly

for now
for the time being
the next step
in time in turn
later on
meanwhile
next
then
soon
the meantime
later
while
earlier
simultaneously
afterward
in conclusion
with this in mind
after all
all in all
all things considered
briefly by and large
in any case
in any event
in brief in conclusion
on the whole
in short
in summary
in the final analysis
in the long run
on balance
to sum up
to summarize
finally
especially
particularly
singularly
aside from
barring
beside
except
excepting
excluding
exclusive of
other than
outside of save

PERSUASION MAP

by: _____

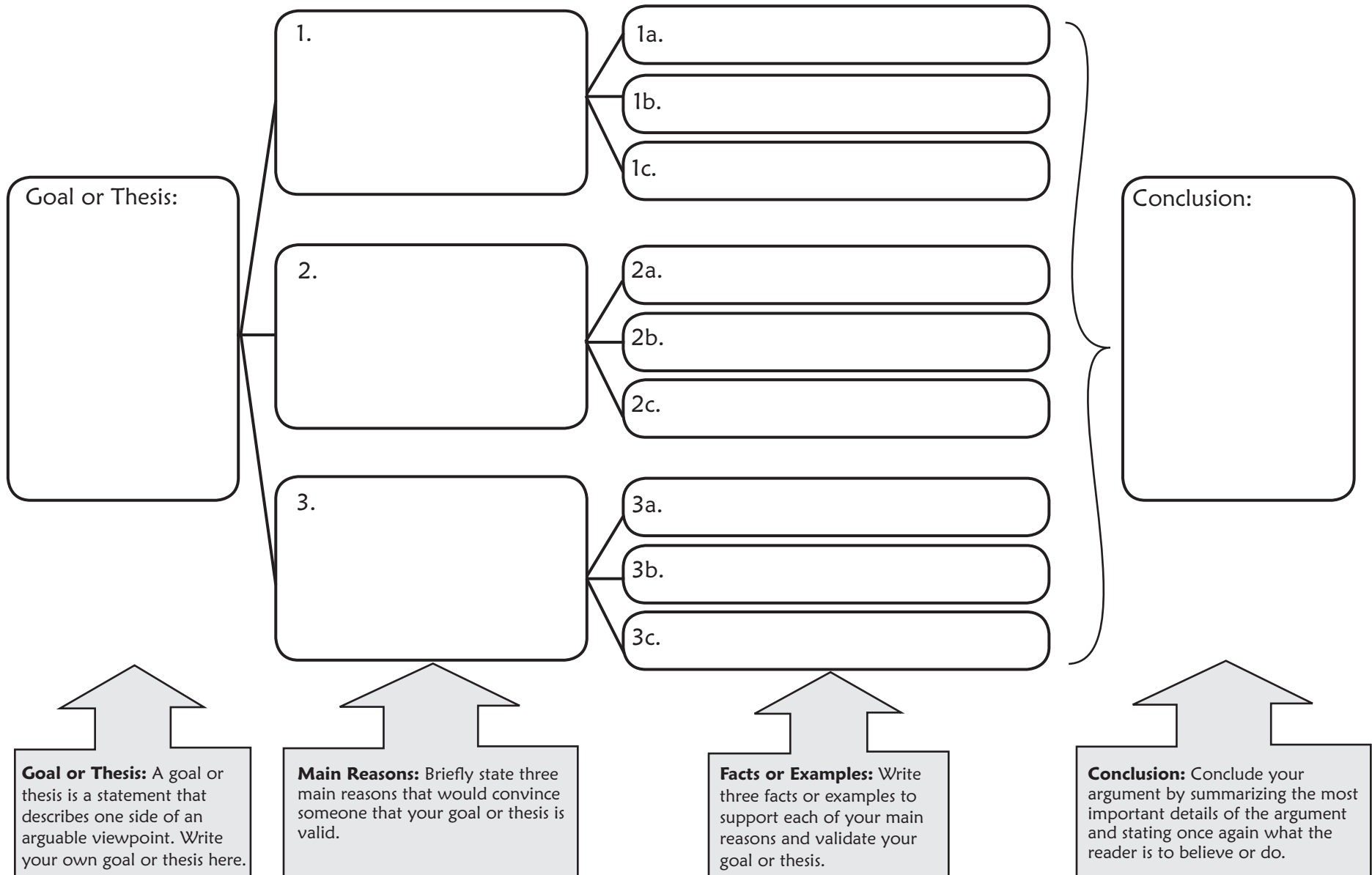
topic: _____



Name: _____

Date: _____

Persuasion Map



Name: _____

Period: _____

Main Idea

Here's what I think

PERSUASIVE WRITING:

building an argument

Counter Argument

Evidence to back up my reasons

Here are my reasons

1.

2.

3.

PRO

CON

You could argue that...

But here's the WEAKNESS...

When you weigh all the evidence, you can conclude that...

STRONG

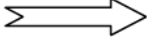
FINISH

WRITING FRAMEWORKS

PERSUASIVE

A persuasive text tries to convince the reader to a certain point of view by giving arguments for and/or against.

Use present tense

Title 

Introduction: What's the topic or issue?
Give a little background information

Use paragraphs to give the arguments.

Make your points and use evidence to back up your opinion.

Use conjunctions eg. therefore, so, however, although.

Use words that add power to arguments eg. strongly, correct, important, decisive, most, evident, opposed, belief.

Conclusion - Make a concluding statement, restating your opinion on the topic.

Persuasive Writing Graphic Organizer

Paragraph #1 - Introduction

- Attention-grabbing beginning -
- Description of issue -
- Opinion Statement -



Paragraph #2

Reason #1 -

Evidence to support
(details and examples)

-
-
-
-
-
-
-
-



Paragraph #3

Reason #2 -

Evidence to support
(details and examples)

-
-
-
-
-
-
-
-



Paragraph #4

Reason #3 -

Evidence to support
(details and examples)

-
-
-
-
- Can you include a rebuttal?
-
-
-

Paragraph #5 - Conclusion

- Restate opinion -
- Summarize 3 reasons -
- Call to action or closing statement -

Persuasive Writing Outline

Topic I. _____

Thesis Sentence _____

Reason/Example A. _____

Supporting
Details 1. _____
2. _____
3. _____
4. _____

Reason/Example B. _____

Supporting
Details 1. _____
2. _____
3. _____
4. _____

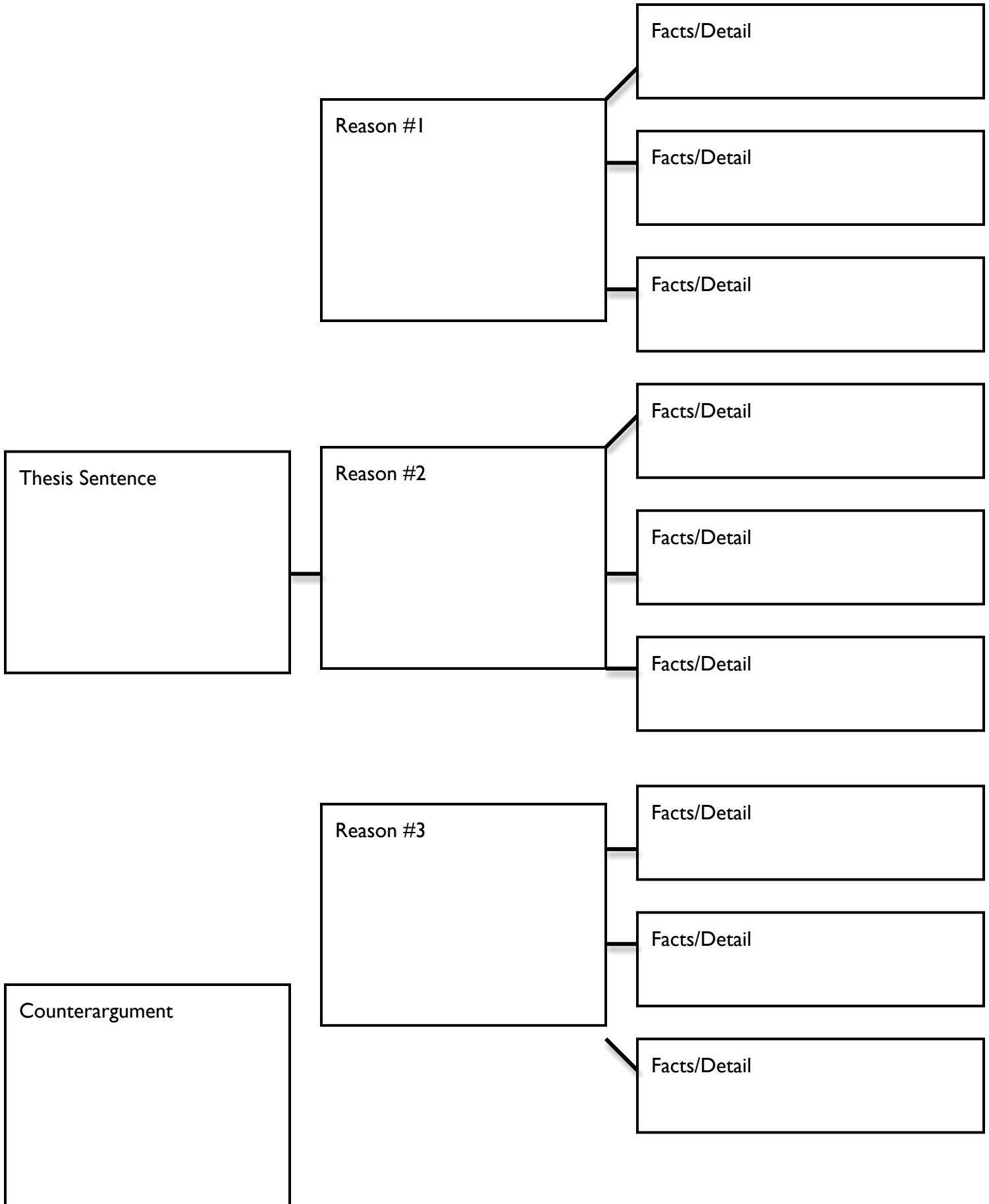
Reason/Example C. _____

Supporting
Details 1. _____
2. _____
3. _____
4. _____

Counterargument: _____

Conclusion _____

Persuasive Writing Graphic Organizer



Graduation Writing Test Graphic Organizer

Thesis:

Reason 1:	Reason 2:	Reason 3:
Explanation/Details:	Explanation/Details:	Explanation/Details:

What is a counterargument against your position?

Graduation Writing Planning Web

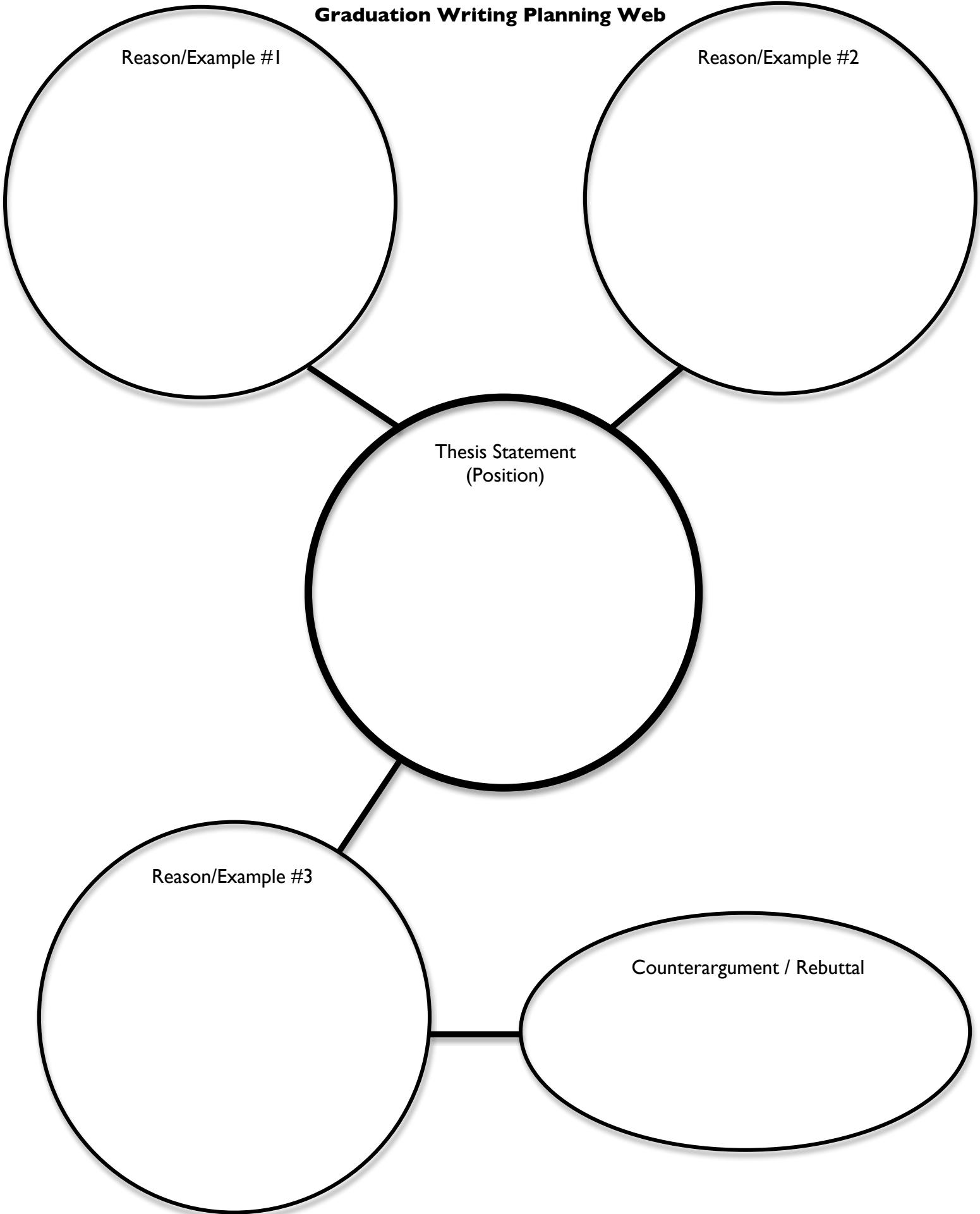
Reason/Example #1

Reason/Example #2

Thesis Statement
(Position)

Reason/Example #3

Counterargument / Rebuttal



Name _____

Persuasive Writing Organizer

Side 1	Topic/Issue	Side 2

Reason 1	Reason 2	
_____	_____	
_____	_____	
_____	_____	

3 Supporting Details/Examples

3 Supporting Details/Examples

Restate your main idea:

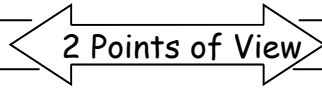
Summarize your supporting reasons:

Recommendations/Actions: _____

Persuasive Writing

Name _____

Topic/Issue: _____



Your position: _____

Introduction of supporting reasons: _____

Reason 1: _____

Supporting Detail/Facts _____

Reason 2: _____

Supporting Detail/Facts _____

Reason 3: _____

Supporting Detail/Facts _____

Conclusion:

 (Remember to sum up your reasons and provide some action steps)

Persuasive Writing Rubric

Name _____

Introduction

Topic and issue are identified. Both sides of the issue are identified with brief reasons for the issue. Author's position is clearly stated along with the introduction of supporting reasons

Body

Each topic sentence provides relevant and specific examples.

Arguments are used help to influence the reader.

Author's point of view/ opinions are supported with both personal and factual information.

Conclusion

Reasons are summed up. A solution is clearly identified with some form of action which provides the reader with a sense of ending.

Vocabulary Organization, Grammar

Sentence structure, spelling, word choice, mechanics, conventions.

Needs Improvement	Fair	Good	Excellent

Overall Score _____

I Need a New:

Name _____

Convincing fact

Reason # 1

Convincing opinion

Convincing fact

Reason # 2

Convincing opinion

Convincing fact

Reason # 3

Convincing opinion

Persuasive Writing Organizer

Name _____



Convincing fact

Reason # 1

Convincing opinion

Convincing fact

Reason # 2

Convincing opinion

Convincing fact

Reason # 3

Convincing opinion



Name _____

Persuasive Writing: My Opinion

In my opinion _____

Reason _____

Why _____

Reason _____

Why _____

Reason _____

Why _____

Convincing words I'll use:

Why might somebody not agree with me?

(Knowing 'why' somebody may not agree with you, helps to give reasons to convince them otherwise)



Name _____

My Opinion

Topic: _____

My opinion: _____

Reason # 1 _____

Reason # 2 _____

Reason # 3 _____

Reason # 4 _____



Convince Me!!

Name _____

My Issue/Argument: _____

My clearly stated position: _____

How I will get the reader's interest: _____

My relevant information is: _____

Research and facts are: _____

Convincing words I'll use are: _____

The arguments against will be: _____

Reasons I'm ready for the arguments against are: _____

Practice Using Connective Words

Name _____

Complete the following, using your imagination:

1. In my opinion _____,

but _____

2. In my opinion _____

never the less _____

3. We should be allowed to _____

and as a result _____

4. It could be argued that _____

but on the other hand _____

5. Worst of all is _____

but looking at it another way _____

6. All we have to do is _____

and on the other hand _____

7. Compare this to _____

thus _____

8. It could be argued that _____

and as a result _____

9. It is no wonder _____

so then _____

10. It is always good to _____

and it makes sense because _____

11. Worst of all _____

and as a result _____

My Argument

Name: _____

Topic:

Opening Sentence: _____

Transitional Statement: _____

Reason 1: _____

Supporting Details: _____

Transitional Statement: _____

Reason 2: _____

Supporting Details: _____

Transitional Statement: _____

Reason 3: _____

Supporting Details: _____

Transitional Statement: _____

To write your conclusion, use personal pronouns (I would like to convince you that) remember to back it up with good connectives (due to, therefore ...) and remember to state what you've indicated or demonstrated with your argument.

Concluding paragraph: _____

Transition Word or Phrase

Reason #3 Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

Concluding Summary: _____

What vocabulary words will I use to make my argument in a strong but polite way? _____

PERSUASIVE ESSAY ORGANIZER

Name: _____ **Date:** _____

INTRODUCTION

Main Idea Topic Sentence: _____

Supporting Reasons: Body 1 _____

 Body 2 _____

 Body 3 _____

Conclusion sentence: _____

BODY #1

Reason #1 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

BODY #2

Reason #2 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

BODY #3

Reason #3 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

CONCLUSION

Restate Main Idea: _____

Restate Supporting Reasons: 1 _____

2 _____

3 _____

Recommendations and/or Predictions: _____

GO.22.2

**MY OPINION
A GRAPHIC ORGANIZER**

Name: _____ **Date:** _____

My Opinion:

My Reasons:

1. _____

2. _____

3. _____

GO.22.3

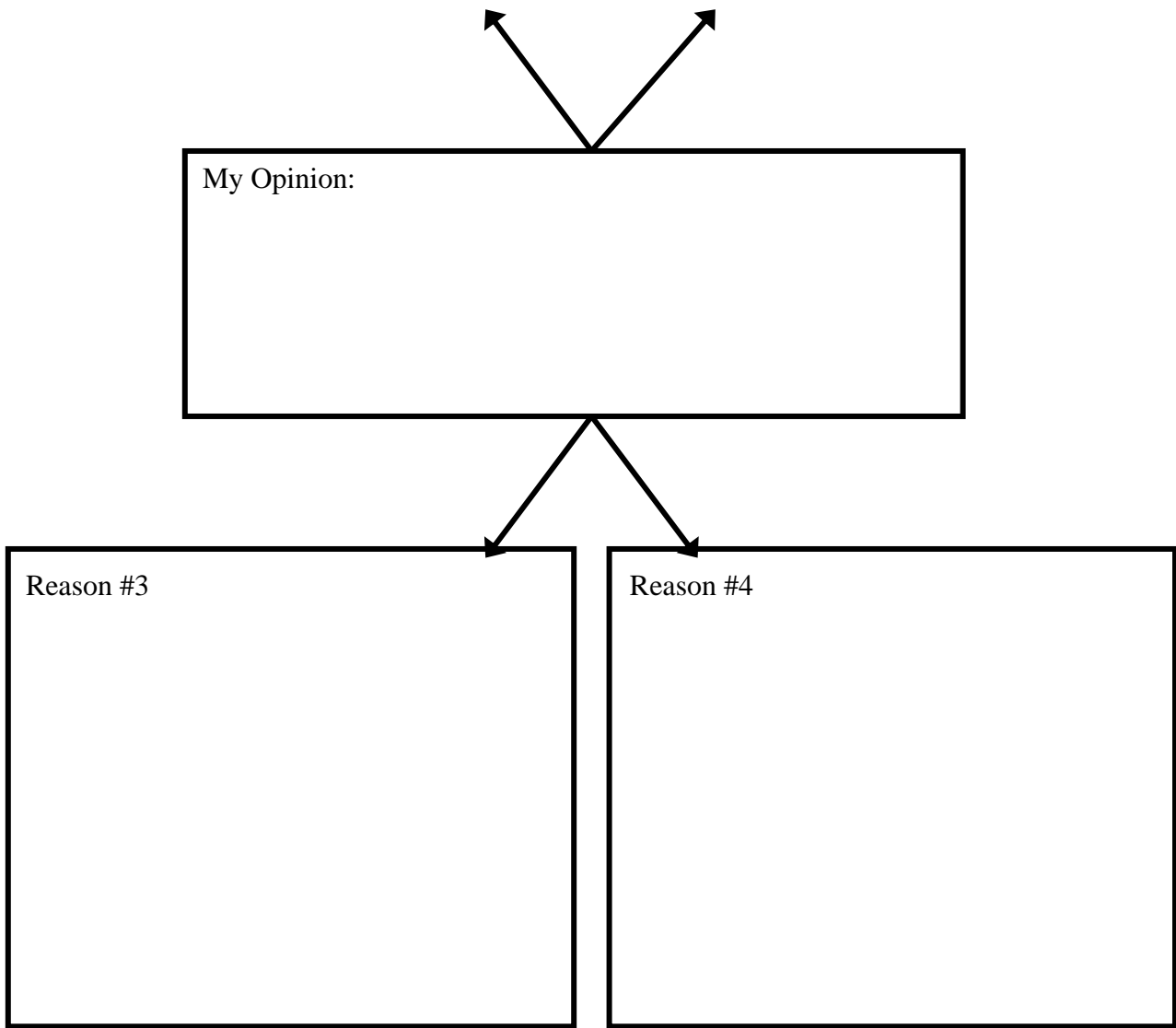
CONCEPT MAP

Name: _____

Date: _____

Reason #1

Reason #2



GO.22.4

PERSUASIVE PLANNING SHEET

Name: _____ **Date:** _____

Paragraph One: Introduction

Introductory Statement: _____

Background Information: _____

Main Transition Sentence to Bodies (State your opinions and three reasons): _____

Paragraph Two: Body 1

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Three: Body 2

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

GO.22.5.a

Four: Body 3

Topic Sentence: _____

Support one: _____

Example: _____

Support two: _____

Example: _____

Support three: _____

Example: _____

Closing/Transition Sentence: _____

Paragraph Five: Rebuttal

Topic Sentence: _____

Objection one: _____

Rebuttal: _____

Objection two: _____

Rebuttal: _____

Objection three: _____

Rebuttal: _____

Closing sentence: _____

Paragraph Six: Conclusion

Restatement of Opinion: _____

Powerful Ending: _____

GO.22.5.b

PERSUASIVE PLANNER

Name: _____ **Date:** _____

Introduction:

Introductory Sentence:

Background Information:

Main Transition Sentence (Opinion, *1, *2, *3):

Body 1:

*1 Topic Sentence (one main reason):

- Supporting Argument 1:

Example:

- Supporting Argument 2:

Example:

- Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Body 2:

*2 Topic Sentence (one main reason):

- Supporting Argument 1:

Example:

- Supporting Argument 2:

Example:

- Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

GO.22.6.a

Body 3:

*3 Topic Sentence (one main reason):

- Supporting Argument 1:

Example:

- Supporting Argument 2:

Example:

- Supporting Argument 3:

Example:

Transition Sentence/Closing Sentence:

Rebuttal:

Topic Sentence (conciliatory tones):

➤ Objection 1:

Rebuttal:

➤ Objection 2:

Rebuttal:

➤ Objection 3:

Rebuttal:

Transition/Closing Sentence:

Conclusion:

Restated Opinion (*Hint: re-read introduction*):

Powerful Ending Statement:

GO.22.6.b

PREPARING TO WRITE YOUR LETTER

Name: _____ Date: _____

Arguments Against _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments Against	Supporting Evidence or Claims

GO.22.7.a **PREPARING TO WRITE YOUR LETTER**
Name: _____ Date: _____

Arguments For _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments For	Supporting Evidence or Claims

GO.22.7.b

DEBATE PLANNING CHART
STATING DEBATE ISSUES

Name: _____ Date: _____



PROPOSITION:	
POSSIBLE AFFIRMATIVE ARGUMENTS	POSSIBLE NEGATIVE ARGUMENTS

GO.22.8

IS THIS A GOOD _____ ?

Name: _____

Date: _____

	
-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

Yes

No

This is why I think so:

1. _____

2. _____

3. _____

My idea for a better _____ is:

GO.22.9

EXPOSITORY PILLAR-PREWRITING FRAMEWORK

Name: _____ **Date:** _____

INTRODUCTION (lead/thesis statement):

MAIN IDEA #1 _____

Detail	
MAIN IDEA #2 _____	
Detail	
MAIN IDEA #3 _____	
Detail	
CONCLUSION:	

GO.22.10

DECISION-MAKING MODEL

Name: _____ Date: _____

Problem

Goal(s)

Alternatives	Pros (+) & Cons (-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)
	(+)
	(-)

Decision(s)

Reason(s)

GO.22.11 PERSUASIVE WRITING ORGANIZER

Name: _____

Date: _____

<p>Introduction</p> <p>Position Sentence</p> <p>Reason 1:</p>

Reason 2:

Reason 3:

Paragraph 2 Topic Sentence (Reason 1) 3 examples/details Closing Sentence	Paragraph 3 Topic Sentence (Reason 2) 3 examples/details Closing Sentence	Paragraph 4 Topic Sentence (Reason 3) 3 examples/details Closing Sentence
-----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------

Conclusion Restate Position Sum up major points Clincher

GO.22.12

ADVANTAGES vs. DISADVANTAGES

Name: _____ **Date:** _____

Advantages	Disadvantages

My position on _____ is: _____.

Assessment list for task:	Points Possible	Points Earned	Assessed By
		Self	Teacher
1. Brainstorm form is completed with sufficient details.	_____	_____	_____
2. Form contains relevant information and facts from relevant articles.	_____	_____	_____
3. Position is stated.	_____	_____	_____
	TOTAL:	_____	_____

GO.22.13

DISCUSSION WEB

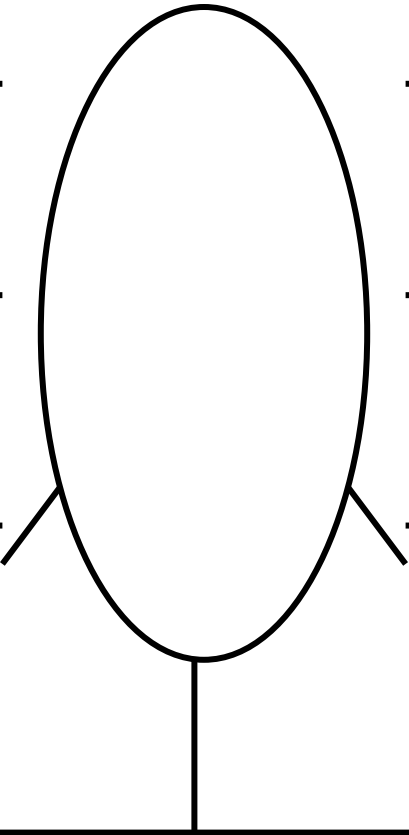
Name: _____

Date: _____

NO

YES

QUESTION



CONCLUSION

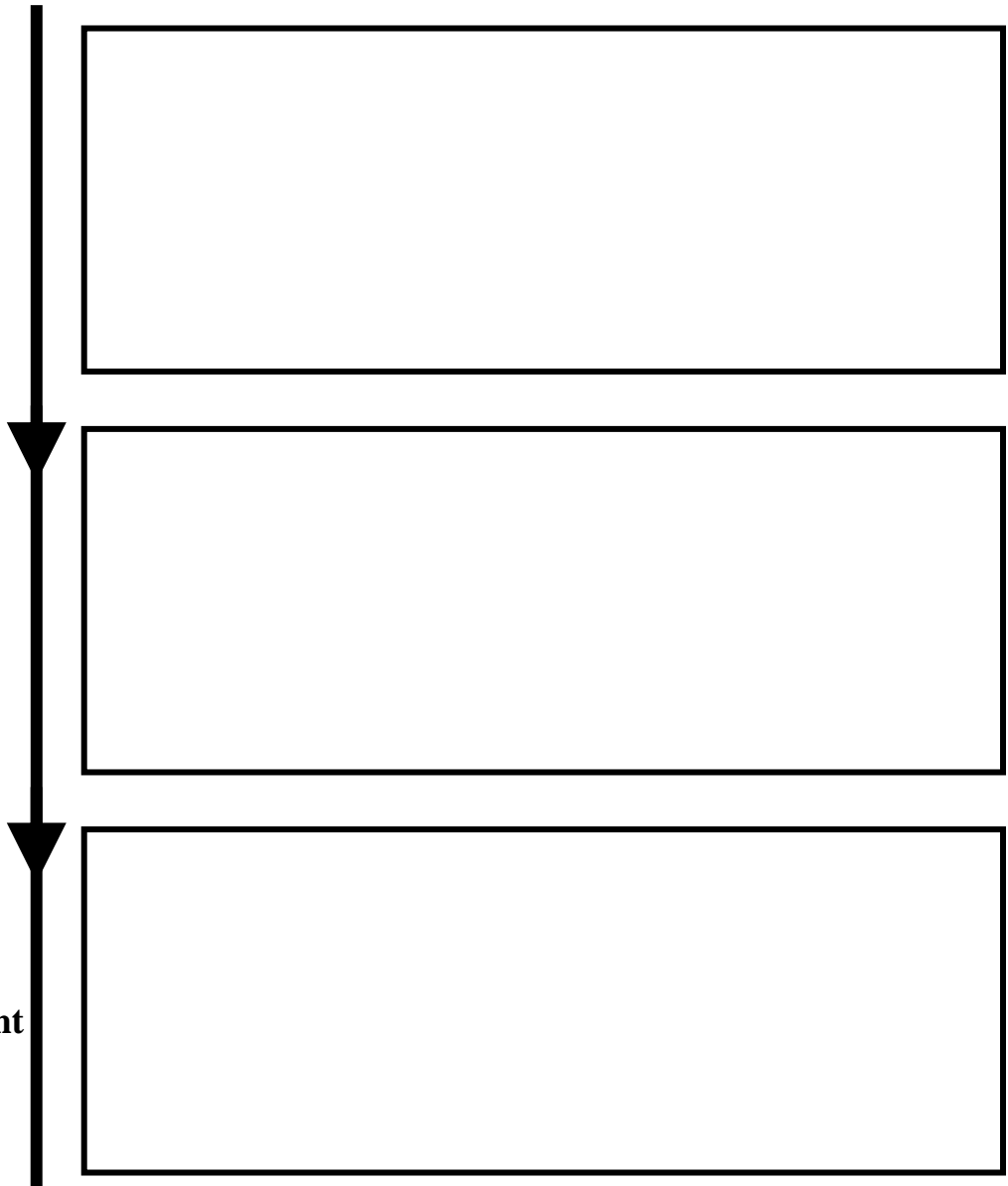
GO.22.14

DEBATE PLANNING CHART
SIGNIFICANCE OF ARGUMENTS

Name: _____ **Date:** _____

--	--

**Least Significant
Argument**



**Most Significant
Argument**

GO.22.15

Name: _____

Date: _____

My opinion is _____

because

1. _____

2. _____

3. _____

GO.22.16



Success Criteria for Persuasive Writing

- ✓ I will state my point of view.
- ✓ I will use the present tense.
- ✓ I will make strong points.
- ✓ I will back up my opinions with evidence.
- ✓ I will use conjunctions. (therefore, then, although...)
- ✓ I will use strong words.
- ✓ I will write a convincing conclusion.



Persuasive Writing Success Criteria

Name _____

Topic: _____

- I clearly chose a side.
- I have a great opening sentence.
- I have 3 or more good arguments.
- I have included facts.
- I have included opinions and personal views.
- I remain on topic.
- I have a strong closing sentence.
- I have used good word choices.
- I have written in the form of the first person.



Name _____

Persuasive Writing Checklist

Introduction

1. Did you use one or two sentences to introduce the topic?
2. Did you introduce your argument, issue or controversy?
3. Did you provide one or two sentences to show an opponents view?
4. Is your own opinion stated clearly?
5. Did you give 3 brief reasons for your opinion/position?

Body

1. Do you have a paragraph for each of your 3 reasons for your opinion?
2. Is each reason re-stated at the beginning of each paragraph?
3. Did you back up each reason with facts and opinions?
4. Did you include closing remarks at the end of each paragraph?

Conclusion

1. Did you re-state your position/opinion?
2. Did you finish with a solution or suggest some action that should be taken?
3. Did you leave the reader with a sense of ending?

Overall:

1. Does your persuasive writing sound convincing enough to change the mind of an opponent?
2. Did you use opinions, facts and logic?
3. Do you address what may be wrong with the opponent's view?
4. Have you really made your readers think?
5. Have you touched the hearts of your readers in some way?



Effective Feedback and Conferencing Suggestions:

Overall Idea:

- What motivated you to write this?
- Did you have any challenges?
- Explain to me what you meant by this idea.
- Is there a way you could elaborate more on this idea?
- What made you think of this idea?
- Why do you like this idea so much?
- You have captured my interest, is there more you could share on this?
- Does this idea remind you of anything else?

Organization:

- Your beginning is well stated.
- What could you add to the beginning to make it more clear for the reader?
- Your ideas flow nicely.
- Could you think of a way to make your ideas flow more logically?
- Can you think of different connective words to use? (*however, yet, none the less, therefore, eventually, then...*)
- Your content is easy to follow, it has step by step flow.
- Could you organize this into a more step by step flow?

Use of Voice

- I like the way your voice comes through in your writing
- What makes a reader want to keep reading this? Why?
- If somebody else read this, how would they describe it? (*enjoyable, good information, silly etc.*)

Word Choice

- My favorite word is _____ what is yours?
- I think you may have used _____ too often, what else could you use?
- What other words could you use in place of _____.
- I'm glad you chose new words, where did you get those ideas?
- Is there another way you could have said _____?

Fluency

- This sentence is awkward, is there another way you could write it?
- This sentence has good flow, I like the way you.....
- Could you have added dialogue here?
- I like the way you used dialogue.
- Your sentences all make sense and flow well.
- Have you proof-read for punctuation?
- Do you need to add anything?

Overall

- What did you learn from writing this?
- What will you write about next time?
- What is it about this writing that you think readers will enjoy most?
- Where could you improve?
- What did you learn while writing this?
- Did you discover any challenges?

Success Criteria: Persuasive Argument

Content

<u>Opening</u> My opening paragraph clearly states the issue and an overview of the main points.	
Each paragraph is focused on one key point.	
Each topic/reason sentence is supported by evidence and an example.	
My reasons are sequenced by priority with the most important first. I have included significant detail.	
My conclusion focuses on the main points, I end with a very strong recommendation and reason to convince the reader.	

Vocabulary

I stick with one tense.	
Strong use of verbs.	
Connective words are used.	
I have used cause and effect. <i>(Clearly state the action and what it leads to.)</i>	
I have used strong, convincing words and effective adjectives.	
Strong emotion about how I feel is very evident throughout my writing.	
I have a strong conclusion.	
My grammar, punctuation and spelling has been checked and is correct.	

OBJECTIVES

PERSUASIVE WRITING

Informational Writing : Persuasive Writing

W7:15 - In persuasive writing, students define a significant problem, issue, topic, or concern by . . .

Setting the context and restating the problem, taking audience into account, as needed

Stating a clear position on the problem or issue (purpose)

W7:16 - In persuasive writing, students present and coherently support judgments or solution(s) by . . .

Arranging supporting evidence persuasively

Providing and elaborating on with convincing and appropriate facts and details

EXAMPLES: definitions, descriptions, illustrations, anecdotes, arguments, reasons, precise language

Addressing the reader's potential concerns or counter arguments

Writing a conclusion that provides closure

**VERMONT NEW STANDARDS RUBRIC FOR
PERSUASIVE WRITING: WRITING TO PROPOSE OR PERSUADE**

Standard 1.11 In persuasive writing, students judge, propose, and persuade.

Criteria	Score Point 5 Exceeds the Standard	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing
<p>PURPOSE POSITION Topic and Context Focus (Thesis or Controlling Idea)</p>	<p>Score point 5 meets all the criteria of score point 4. In addition, a paper receiving this score presents unusually perceptive arguments/ reasons with richly elaborated supporting details.</p>	<p>Establishes and maintains a clear topic.</p> <p>Asserts and maintains a clear position/focus throughout the piece (purpose).</p> <p>Establishes context for the presentation of ideas (purpose).</p>	<p>States a clear topic (purpose).</p> <p>Establishes a position/ focus (purpose).</p> <p>Establishes a context.</p> <p>May have some digressions.</p>	<p>Topic may be unclear (purpose).</p> <p>Position/focus unclear (purpose).</p> <p>Establishes little or no context.</p> <p>May meander or contain digressions.</p>	<p>Topic is absent or may be difficult to discern (purpose).</p> <p>No position/ focus (purpose).</p> <p>No context.</p> <p>May be rambling, long, and unfocused.</p>
<p>VOICE/TONE (Stance)</p> <ul style="list-style-type: none"> Evidence of gathered information Analysis of a situation followed by a suggested course of action Consideration or rebuttal of opposing arguments Appropriate stance 	<p>Such papers use language selected with careful attention to persuasive appeal. Writers show confidence, conviction, and enthusiasm. May present ideas in unusual or surprising patterns.</p> <p>Writers argue effectively for their positions or use reasons effectively. Such papers are usually insightful in anticipating and addressing possible reader concerns.</p> <p>Embeds prior knowledge, personal experience, and/or reflection into fabric of argument.</p>	<p>Uses precise language effectively and purposefully (voice/tone).</p> <p>Conveys conviction (voice/ tone).</p> <p>Possesses overall coherence and internal cohesion.</p>	<p>Uses appropriate language, but may lack precision (voice/ tone).</p> <p>Usually conveys a sense of conviction (voice/ tone).</p> <p>Possesses overall coherence, but cohesion between sentences or paragraphs may be weak.</p>	<p>Language is predictable and general rather than precise (voice/ tone).</p> <p>May lack conviction (voice/ tone).</p> <p>May possess simple, straightforward organization.</p>	<p>Language may be inappropriate or inexact (voice/ tone).</p> <p>Shows little logical arrangement of ideas.</p> <p>May be too brief to discern a pattern of organization.</p>
<p>ORGANIZATION AND COHERENCE</p> <ul style="list-style-type: none"> Appropriate patterns; specific to general; general to specific; causal; sequential; other, appropriate to author's point of view Overall Coherence 	<p>Writers argue effectively for their positions or use reasons effectively. Such papers are usually insightful in anticipating and addressing possible reader concerns.</p> <p>Embeds prior knowledge, personal experience, and/or reflection into fabric of argument.</p>	<p>Arranges arguments, reasons, and/or evidence effectively and persuasively.</p> <p>Transitions, when used, are effective (organization).</p> <p>Strong introduction and conclusion (organization).</p> <p>Develops position through detailed arguments and reasons.</p>	<p>Arranges ideas in simple ways, listing without relating them to each other.</p> <p>May have weak transitions (organization).</p> <p>May lack effective beginning or ending (organization).</p> <p>States appropriate arguments or reasons.</p>	<p>May lack transitions (organization).</p> <p>May lack a clear beginning or ending (organization).</p> <p>Reasons are thinly developed.</p>	<p>Shows little logical arrangement of ideas.</p> <p>May be too brief to discern a pattern of organization.</p> <p>Uses few or no supporting ideas.</p>
<p>ELABORATION STRATEGIES/ DETAIL</p> <ul style="list-style-type: none"> Depth and density of arguments or reasons Relevance of arguments or reasons Audience awareness 	<p>These exceptional papers show a flair for persuasion resulting from interesting ideas expressed in an original way.</p>	<p>Provides a variety of strategies: examples, anecdotes, and other kinds of information.</p> <p>Shows credibility and authenticity.</p> <p>Anticipates and addresses possible reader concerns, misconceptions, or counter arguments.</p>	<p>Provides some supporting evidence for arguments or reasons.</p> <p>Assumes that readers will find the ideas credible.</p> <p>May offer scant or superficial evidence of audience awareness</p>	<p>Presents some information, but may lack elaboration.</p> <p>May contain irrelevant or inappropriate details or examples.</p> <p>Usually does not reflect an awareness of the reader's needs.</p>	<p>Rarely any awareness of reader's needs.</p>

This rubric is adapted from materials created by the New Standards Project.

PERSUASIVE

Persuasive: Standard 1.11 In persuasive writing, students judge, propose, persuade. This is evident when students: (5 – 8) **a.** Clearly define a significant problem, issue, topic, or concern; **b.** Make an assertion or judgement, or propose one or more solutions; **c.** Support proposals, as appropriate, through definitions, descriptions, illustrations, examples from experience, and anecdotes; **d.** Engage the reader by anticipating shared concerns and stressing their importance, discussing the pros and cons of alternatives, and addressing the reader’s potential doubts and criticisms; (9 – 12) **e.** Take an authoritative stand on a topic; **f.** Support the statement with sound reasoning; and **g.** Use a range of strategies to elaborate and persuade.

PERSUASIVE – Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.

GLOSSARY

Antithesis - A contrast or opposition of thought, the opposite. It usually appears in two phrases, clauses, or sentences (Ex: “It was the best of times, it was the worst of times.” I am going; you are coming.) However, in persuasive writing it is the idea that every argument generates a counter argument. Opposing arguments should be addressed in good persuasive writing.

Coherence – The arrangement of ideas in such a way that the reader can easily follow from one point to another. When all the ideas are logically integrated, arranged, connected, and clearly articulated, a piece of quality writing has coherence.

Context – The set of facts or circumstances that establish the importance of the writer’s is a point of view.

Counter Argument – see antithesis

Elaboration – The development and expansion of ideas and arguments. Both logical (evidence, reasons, facts and statistics) and emotional appeals can be used.

Focus – The concentration on an aspect of a specific topic.

Purpose – The basic purpose of a persuasive piece is to convince someone else to act or think in a certain way.

Stance – The attitude or position the author has adopted.

Tone – The writer’s attitude toward a subject.

Thesis – A statement of purpose or intent. It is the writer’s controlling idea about the topic.

Topic – The subject covered in a piece of writing.

Voice – The style and quality of the writing. Voice portrays the author’s personality or the personality of a chosen persona. A distinctive voice establishes personal expression and enhances the writing.

SOME POSSIBLE PERSUASIVE ESSAY TOPICS

(YES, you may choose another topic)

**** Suppose GMUHS is considering eliminating tutorial/study hall from the schedule. While this would force you to take another class and earn additional credits, it would eliminate time to study. In a persuasive essay, either persuade the school board to eliminate study hall or keep it on the schedule.**

**** High school athletes must maintain a passing grade in each class to be eligible to participate in their sport. Some teachers and coaches believe that requiring a minimum 60% grade in each class isn't a high enough standard. Therefore, it has been suggested that athletes should have a minimum of 70% in each class at the end of each week to be eligible to play. Write a persuasive essay to either support raising the grade requirement or to keep the grade at the current requirement.**

**** Many schools have changed their calendar so that they are now year-round schools. They still have time off in the summer, but they don't have the traditional 2-month break. Write a persuasive essay either in support of the year-round school calendar or in support of continuing the traditional school calendar.**

**** Human beings do not need to eat meat in order to maintain good health because they can get all of their food needs from meatless products and meatless substances. A vegetarian diet is as healthy as a diet containing meat. Argue for or against the opinion above.**

**** Some schools start teaching kids a foreign language in kindergarten. Our school begins this in 7th grade. Also, computers can translate all kinds of languages well. Do students need to learn languages in the future, and if so, when should that begin? Write a persuasive essay to back up your opinions.**

**** In some countries, health insurance is free because of the money collected from speeding fines. People who are wealthy are fined much more for speeding than people who are not. Is this a fair system?**

**** Many teenagers are now getting plastic surgery as a result of peer pressure from their friends and from the media. Do you think doctors should refrain from treating kids under 18 to what is now the craze of the century unless they really need it?**

**** Are famous people treated unfairly by the media? Should they be given more privacy, or is the price of their fame an invasion into their private lives?**

**** Should GMUHS keep the chieftan symbol as their mascot? Figure out where you stand on this, and try to persuade your audience using facts.**

Persuasive Topics for Writing

Abortion

Assisted Suicide

Cloning

Cell phones in school

Gay marriage/adoption rights

Genetic Testing/stem cells/organ growth

Homework

Later start to school

Tougher penalties for sexual predators

Should Facebook be banned or made safer?

Should students be required to play 3 sports a year?

Gun Control

The Death Penalty

Should anyone 65 and older be required to take a yearly driving test?

Patriot Act

Airport body scanners

Animal Rights / testing

Gambling: Should the lottery be banned?

Should College athletes get paid?

Legalization or decriminalization of Marijuana

Bilingual Education required

Standardized tests should be banned

Cameras in school

School Choice: Vouchers & Charters

School Uniforms

Don't Ask Don't Tell

Lowering the Drinking age to 18

Legalizing Prostitution

Banning cigarettes

Enforcing age restrictions on video games

War in Iraq/Afghanistan

Should sex education be required for all students?

Should we be spending money to keep illegal immigrants out?

Fast food restaurants should be required to be healthier

Stiffer penalties for drunk drivers who are repeat offenders.

Should everyone be required to put our DNA in a database?

FIVE-PARAGRAPH PERSUASIVE ESSAYS

You want an Xbox, a lap top computer, a raise in your allowance, or permission to attend a concert with your friends. What do you do? You might try whining, wheedling, or begging, but that conduct rarely does more than annoy people. You might employ tantrums, threats, or sarcasm, but that sorry behavior won't win you any awards either. If you use the art of persuasion, you stand a better chance of being heard, respected, and perhaps rewarded with the desired response. Surely by this stage of life you have already picked up on the persuasive argument.

Persuasive writing attempts to **convince** the reader that the point of view or course of action recommended by the writer is valid. The writer takes a position **FOR** or **AGAINST** an issue and writes to convince the reader to believe or do something. To accomplish this, the writer must **develop a limited topic that is well defined and debatable**. In other words, the topic has to have more than one side. It also **CAN'T BE A FACT**, because facts cannot be debated.

It is important that the author understand other sides of the position so that the strongest information to counter any arguments can be presented. Your persuasive essay will focus on only one side -- your chosen side -- of the argument. This is not a pros-and-cons essay. Also, it is not a personal opinion essay. You must be prepared to **back up your logic with evidence collected in research** that supports your position. Because the whole point of persuasive writing is to get the reader to accept your point of view, you must convince the reader with more than just your own opinion. You must have facts or examples that will back up your opinion, so be sure to do the research!

Like all kinds of five paragraph essays, there is a specific format to be followed. Persuasive writing has an **introduction**, a **body** of at

least three paragraphs where the argument is developed, and a **conclusion**. After writing an essay, like any other piece of writing, you should **read, revise, conference, and revise** before publishing the final product. Before starting, check the state rubric I have provided you with to see how you will be evaluated, as well as all of the ingredients required to write the essay.

INTRODUCTION:

Many persuasive essays begin with a "hook" or "grabber" to catch the reader's attention. Some grabbers include:

1. Opening with an unusual detail
2. Opening with a strong statement (Cigarettes sales should be outlawed in our state.)
3. Opening with a quotation (Elbert Hubbard once said, "Truth is stronger than fiction.")
4. Opening with an anecdote (An anecdote is a short, interesting, or amusing story about a real incident or person.)
5. Opening with a statistic or fact. Sometimes a statistic or fact will add emphasis or interest to your topic. It may be wise to include the item's authoritative source.
6. Opening with a question (Have you ever considered how many books we'd read if it were not for television?)
7. Opening with an exaggeration or outrageous statement (The whole world watched as the comet flew overhead.)

Your introduction should also include a **THESIS** or **FOCUS STATEMENT**. This thesis or focus statement cannot be a fact, because facts cannot be debated. **It should be a statement of position. That position must be clear and direct.** This statement directs the readers to follow along with your logic towards the specific stated conclusion that you want them to support. Make it definitive.

PERSUASIVE ESSAY OUTLINE

I. Introduction

Capture reader's attention

State your purpose

List three points/arguments supporting your position

II. Body

A. First paragraph -

Topic sentence explaining your first point

Supporting evidence and elaboration

B. Second paragraph -

Topic sentence explaining your second point

Supporting evidence and elaboration

C. Third paragraph -

Topic sentence explaining your third point

Supporting evidence and elaboration

III. Addressing opposing viewpoints

You will need to address opposing viewpoints unless you have already done this in your three body paragraphs.

IV. Conclusion

Summarize your position (thesis or focus statement) and three main points in a different way. This helps your reader to recall the main points of your position.

Insert an emotional appeal, if possible

Urge the reader to agree with your opinion

Then, in the same introductory paragraph, state the three best reasons that you have to support your position as the remainder of the opening paragraph. These reasons become the topics of each of the three supporting paragraphs. Again, be sure they are able to be supported with additional separate facts.

In the body of the essay, the writer uses **specific evidence, examples, and statistics** and not broad generalizations or personal opinions to persuade the reader that the stated position is a valid one. Each paragraph is based on a solid reason to back your thesis statement. Since almost all issues have sound arguments on both sides of the question, a good persuasive writer tries to anticipate opposing viewpoints and provide counter-arguments along with the main points in the essay. Each topic sentence for the support paragraphs should be introduced in your beginning paragraph. Each additional sentence must closely relate to the topic and the sentence that came before it. This way the logic of the argument is easy to follow.

Be sure to use adequate transitions between paragraphs as they make it easy for the reader to follow the logic of the presentation.

You will need to add a fourth body paragraph to address counter-arguments if you have not already done this in the three main paragraphs. Think about and try to predict opposing viewpoints and ways to counter them.

As you conclude the essay, it is **most important to clearly redefine the topic and restate the most compelling evidence cited in an original form**. Remember this is the last chance to remind the reader and convince him/her to accept the writer's position. Do not introduce new material in the conclusion.

PREPARING TO WRITE

Name: _____ Date: _____

Arguments For _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments For	Supporting Evidence or Claims

PREPARING TO WRITE

Name: _____ Date: _____

Arguments Against _____

Based on your reading of the source materials, list below the most important arguments, or points of view, used to support this position. Also, list the evidence or claims which support each argument.

Arguments Against	Supporting Evidence or Claims

PREWRITING FRAMEWORK

Name: _____ Date: _____

INTRODUCTION (lead/thesis statement):

MAIN IDEA #1 _____

Detail	

MAIN IDEA #2 _____

Detail	

MAIN IDEA #3 _____

Detail	

CONCLUSION:

PERSUASIVE WRITING ORGANIZER

Name: _____ Date: _____

<p style="text-align: center;">Introduction</p> <p style="text-align: center;">Position Sentence</p> <p>Reason 1:</p> <p>Reason 2:</p> <p>Reason 3:</p>

<p>Paragraph 2</p> <p>Topic Sentence (Reason 1)</p> <p>3 examples/details</p> <p>Closing Sentence</p>

<p>Paragraph 3</p> <p>Topic Sentence (Reason 2)</p> <p>3 examples/details</p> <p>Closing Sentence</p>

<p>Paragraph 4</p> <p>Topic Sentence (Reason 3)</p> <p>3 examples/details</p> <p>Closing Sentence</p>

<p style="text-align: center;">Conclusion</p> <p style="text-align: center;">Restate Position</p> <p style="text-align: center;">Sum up major points</p> <p style="text-align: center;">Clincher</p>

PERSUASIVE ESSAY ORGANIZER

Name: _____

Date: _____

INTRODUCTION

Main Idea Topic Sentence: _____

Supporting Reasons: Body 1 _____

Body 2 _____

Body 3 _____

Conclusion sentence: _____

BODY #1

Reason #1 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

BODY #2

Reason #2 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

BODY #3

Reason #3 _____

Detail/Example 1 _____

Detail/Example 2 _____

Detail/Example 3 _____

Conclusion sentence: _____

CONCLUSION

Restate Main Idea: _____

Restate Supporting Reasons: 1 _____

2 _____

3 _____

Recommendations and/or Predictions: _____



YOUR NAME _____

Persuasive Writing Self-Response Sheet

Introduction

Does your introduction have good background information? Describe what you have.

Does your writing begin with a startling fact or statistic, use graphic descriptions, or tell some kind of a story to set the scene? List what you used.

Is your topic clearly explained so that the reader can easily understand what you are arguing for? Explain how you did this.

Does your essay have a clear thesis? Write it here.

Techniques

What persuasive techniques have you used? Have you used rhetorical questions, analogies, statistics, graphic descriptions, repeating phrases for emphasis, strong diction and voice, etc.? If you are not using any of these, where could you put them?

Proofread

CHECK FOR SPELLING

there/their/they're
to/too
its/it's
your/you're
where, were

CHECK FOR PUNCTUATION ERRORS

commas
periods
question marks
exclamation marks

Check for any sentences that don't make sense. **READ YOUR ESSAY ALOUD TO FIND ERRORS.**

Works Cited

Do you have a source listed in parentheses after every time you used information that isn't yours?

Is your Works Cited page on a separate page?

Are your works cited entries in alphabetical order?

You can use www.noodletools.com to create entries. Use the NoodleBib Express link and select MLA to get started.

**Persuasive Writing
Peer Commenting Worksheet**

Name of the Writer: _____

Name of the Person Reviewing: _____

1.) What is the writer's topic and thesis? If it is unclear, provide suggestions for improvement.

2.) How well does the writer argue and persuade his/her case? Please cite where the writer has used strong concrete details (facts, research, statistics, etc.) and also commentary (opinion). Explain why these concrete details/commentary are effective in supporting the writer's argument.

3.) Please cite specific examples where the writer's facts and/or opinions are weak and could use development. Again, explain why these facts and/or opinions are ineffective in supporting the writer's argument and are less persuasive.

4.) How strong is the voice and tone of this essay? Does it sound

passionate, convincing, and enthusiastic? Or does it lack feeling and sound more stiff? Is it easy to tell that the person wrote this essay or does it sound like a robot wrote it? Give specific examples of where the **voice/tone** of the essay is either weak or strong.

5.) What general suggestions do you have for revision? Do they use rhetorical questions, avoid "I statements," use statistics, and/or use graphic descriptions that grab the reader's attention? Also consider such things as tone of voice, use of concrete details and commentary, clarity of argument, grammar, spelling, and organization.

How can this argument become more persuasive?