

## **Social Justice Research Paper**

Grade 9

Mary Kingston, Oakland Tech High School

4-5 weeks

### **Overview of Unit:**

A powerful goal to have for 9th graders is for them to become more aware of their community, and specifically their role and influence in their community. This unit seeks to make students aware of key issues in their community, and identify and voice changes they believe should be made.

Students will divide into “committees” whereby each committee will research a particular area: education, housing, community development, youth programs, etc. Students will then write a research paper on their findings, and, finally, will write a business letter to Mayor-elect Dellums, proposing any changes they believe should be made in their area of research.

### **Essential questions:**

What is social justice? What does (education/housing/community development, etc) look like in Oakland? What issue(s) are at stake/are in debate in your area of research? Where do you stand on these issues? (for the business letter)

### **Unit Plan Content**

#### **Day 1**

Have posters of different topics around room: violence; poverty; immigration; education; teen pregnancy; youth programs

Give students post-its, and have them write as much as they know about this topic *in Oakland* as they can and post it on relevant poster; then have students stand under poster of topic they are most interested in/concerned about in Oakland

What is Social Justice? Spotlight on Injustice toward African-Americans, and the consequential Civil Rights movement; ID characteristics of social justice, and what kinds of skills/actions it takes to achieve it; discuss goal of unit: to write a strong research paper, but more importantly to learn how to use the voice of influence that you as teenagers have to effect change

KWL chart (do K-using post-its from poster-and W today)

**Day 2**-intro research paper: show rubric and a very strong (score of 4) sample research paper, ID traits of a “4” paper; intro structure of research paper: at least 6 paragraphs→ 1st=introduction; 2nd-5th=important aspects of topic (one aspect per paragraph); 6th=conclusion

**Day 3**-library: What is the City Council? How can we make use of it? Introduce City Council website; model how to navigate site using instructions on worksheet internet research using city council and other relevant websites; use guiding questions on a worksheet to conduct research

**Day 4**-library:mini-lesson: credible versus non-credible websites: characteristics of each; instruct students on how to use search engines, and have them complete a checklist of criteria for each website they consider using to verify it is a *credible* site; internet research day 2, using city council and other relevant websites; use guiding questions on a worksheet to conduct research

**Day 5**-committee meetings: synthesize research, share facts you obtained for your area of research, and the most important aspects classmates have found so far; from your fellow committee members, obtain at least 4 quotations expressing an opinion on your topic (violence, public education, etc): write your reaction to the quotation (agree, disagree, and why), and for which aspect of your topic this quotation is relevant (if at all); homework over weekend: interview at least 4 people to get their opinion on the issue you researched-try to obtain opinions that represent different viewpoints; also, bring in any newspaper/magazine articles, or any other literature on your topic of research that you would like to use

**Day 6**-mini-lesson: Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (Reading 2.8)-ID terms: generalizations, comprehensiveness; students practice identifying these, then critique credibility of the information they have gathered so far

**Day 7**- library: mini-lesson: perspectives (Writing Applications 2.3a): determine what kind of perspective (positive, negative, or neutral), and how many of each, students have for their topics; more research on topic using recommended search engines, with the goal of acquiring at least one more perspective on the topic

**Day 8**- mini-lesson: paraphrasing (Reading 2.4): model it, students practice it through reading other mediums on their topic besides websites (newspaper/magazine articles, etc)-(provide these sources for the students)

**Day 9**-library: mini-lesson: different kinds of evidence; classify evidence gathered by its category (scenario, statistic, commonly held belief, etc), then conduct Internet research to find at least 1 more type of evidence (scenario, hypothesis) than you currently have (In preparation for Writing strategies 1.4)

**Day 10**-mini-lesson: how to read a chart/graph: model it, then have students analyze various charts/graphs on different topics and data (Writing applications 2.3d); including a visual aid in research paper is *optional* (worth extra credit)

**Day 11**-mini-lesson: how to make distinctions between the relative value and significance of data, facts, and ideas (Writing applications 2.3c): students review compiled data, facts, and ideas on their topic, and choose the 4-5 most *valuable and significant* aspects of their topic that they wish to include in their research paper

**Day 12**-final committee meetings: share 4-5 aspects with committee and relevant evidence (shown in the classified categories); students can choose to use evidence their classmates found, or not to; students evaluate the value and significance of the data, facts, and ideas their classmates found

**Day 13**-mini-lesson: review of an expository essay outline, specifically: thesis statement, topic sentences, anchor sentences, and evidence; using same sample essay introduced the first week of the unit, students: Identify the thesis, topic, and anchor sentences; classify the kinds of evidence in the essay, and evaluate the significance and value of the evidence

**Day 14**-lesson: using the active voice, and precise language (Writing strategies 1.2)

**Day 15**- mini-lesson: cite quotations accurately; drafting (body paragraphs); homework over weekend: finish draft of body paragraphs

**Day 16**-mini-lesson: cite bibliographical information (websites, people interviewed, outside articles); drafting (intro and conclusion paragraphs); homework: finish draft

**Day 17**-mini-lesson: peer response using post-its; practice peer response of papers; homework: revision

**Day 18**-word-processing

**Day 19**-mini-lesson on conventions; proofreading and editing; printing

**Day 20- research papers due**-discussion on what students discovered-guest speaker who works for social justice organization (TBD)

**Day 21**- intro: persuasive letter: what is it? Purpose/when do we use it? What does an effective (4 on writing rubric) letter look like? ID components of letter  
-discuss power teenagers DON'T have yet, and then power they DO have, to effect change in their community-discuss the power of writing persuasive letters and speaking out on issues important to them and to people in Oakland; homework: write thesis statement (stance/opinion on topic), and at least 2 reasons supporting thesis statement

**Day 22**-write persuasive letter (timed writing)

**Day 23**-peer editing for persuasive letters; homework: write final draft

**Day 24- persuasive letters due**-create visuals to represent your stance on your issue (to show for gallery walk); written reflection on unit: what did you learn how to do in this unit? (what specific skills did you learn?) how will they be useful to you inside and outside of school?

**Day 25**- mock City Council meeting: present persuasive letters; gallery walk to view visuals representing students' stances on issues

Concluding Assignment: How will students demonstrate understanding of the issues and questions raised in the research and discussion of the essential question?

In this assignment students should demonstrate, through a research paper, what facts and insight they have gained about their area of research, and they should demonstrate, through a business letter, their stance on an issue concerning their area of research.

Evaluation: 4-point writing rubric: one for research paper, one for persuasive letter

Resources used to develop lessons and activities: List:

<http://www.oaklandnet.com/>

<http://www.oaklandnet.com/cityhall.html>

**\*Notes:** I would recommend that each student keeps a binder/folder of all of their research work, in order to use it for writing the research paper (there will be several handouts during the course of this unit, and a folder or binder would help keep you and the students organized)

## Day 1

### I. Defining Terms:

- 1) Does the word “social” concern one person or a group of people?
  
- 2) In your own words, define “justice:
  
- 3) Now, write your own definition of “social justice:
  
- 4) Write a definition for “injustice”:
  
- 5) What does injustice look like? List at least 3 kinds of injustice:

### II. Now that we have discussed an important example of social justice in U.S. history-the Civil Rights movement-let’s reflect on what social justice will look like for **you**.

- 1) From what we discussed about the Civil Rights movement, what kinds of skills/actions are required in order to create change in a society? (List as many as you can think of.)
  
  
  
  
  
  
  
  
  
  
- 2) In the chart below, list what you as a teenager can do **now**, and what you will be able to do **in the future**, in order to create change in your community (be as specific as possible, such as “write letters to the mayor”):

As a teenager, <b>now</b> I can....	As a teenager, <b>in the future</b> I will be able to...

III. Now that you have chosen your topic of interest for your research paper, complete the chart shown below *on the back of this paper*, using the post-its you and your classmates attached to the posters. Under “KNOW,” list both what you know about the topic, and what your classmates listed they know about it. Under “WANT TO KNOW,” list at least 5 things you and your classmates don’t know yet have about the topic, but want to know. (You will complete the “KNOW” portion of the chart after you have conducted your research.)

KNOW	WANT TO KNOW	LEARNED

## Day 2

### I. Reflection

- 1) On a scale of 1-10 (10=very skilled), how skilled do you feel in using the Internet to search for things?\_\_\_\_\_
- 2) On a scale of 1-10 (10=very skilled), how skilled do you feel in conducting research (either through the Internet or texts?)\_\_\_\_\_
- 3) What skills do you hope to acquire or develop in this unit centered around research?
- 4) What is the purpose of a research paper?
- 5) What is the purpose of this research paper in particular?

### II. Setting Yourself Up For Success

Directions: Examine the writing rubric. Then answer the questions that follow.

- 1) List what distinguishes a paper as a “4” from a “3” for each category on the rubric:
  - a. Content:
  - b. Style and Voice:
  - c. Writing Conventions:

Directions: Read the sample research paper, and answer the questions that follow:

1. How many paragraphs is this paper?\_\_\_\_ How many body paragraphs?\_\_\_\_
2. This paper discusses aspects on the topic of violence in Oakland. How many aspects of violence does it discuss?\_\_\_\_\_
3. How many aspects **minimum** of your topic must you discuss in your essay?\_\_\_\_\_

4. Find the thesis statement of this paper, and copy it in the space below.
  
5. Is the purpose of the thesis statement to persuade or to inform?
  
6. Underline the topic sentence and anchor sentence for each body paragraph.
  
7. Using the topic sentences, write the 4 aspects of the topic of violence in Oakland that the paper provides in the space below:
  
8. Underline the re-stated thesis statement in the conclusion paragraph. On the lines below, re-state this thesis statement in a different way.
  
9. With a partner, determine what-if anything-would make this research paper a stronger “4” paper? Be as specific as possible.

## Day 3 (at the library)

### I. NOTES

What is the City Council:

What is its purpose?

What are the different ways that we (as Oakland residents) can make use of it?

What is the connection between the Mayor and the City Council?

### II. RESEARCH

Directions: Now that you have seen how to access the City Council website, you will use the website to conduct your first round of research.

- 1) Go to [www.oaklandnet.com/cityhall.html](http://www.oaklandnet.com/cityhall.html).
  - 2) Click on "Agencies and Departments."
  - 3) Scroll down to "City Services"
  - 4) Locate your topic on the list. (These services are very general categories, so find the service that you think your topic most likely falls under.)
  - 5) Click on your topic and wait for it to guide you to another web page.
  - 6) On this web page, find "Department" at the top, click on "About."
  - 7) Answer the questions below to the best of your ability.
- 
- 1) Take some time (5-10 minutes) looking over the Department website for your topic. You will need to narrow down your topic a little bit (for example, from "education" to "public education", or from "violence" to "preventing violence.") Decide what your focus will be for your topic, and write this new, more specific topic for your paper below.
  
  - 2) Now that you know **exactly** what you will be researching, spend the next 10-20 minutes perusing the Department website to look for 4-5 **aspects** or subtopics of your topic. (For example, if you narrowed your topic down from "education" to "public education," now find 4-5 subtopics about public education on the web page, such as "preschool," "funding," "test scores," and "the CAHSEE (the high school exit exam). As you decide on these aspects or subtopics, list them on the lines below:

Aspect #1: \_\_\_\_\_

Aspect #2: \_\_\_\_\_

Aspect #3: \_\_\_\_\_

Aspect #4: \_\_\_\_\_

Aspect #5: \_\_\_\_\_

- 3) Now that you have decided on your 4-5 aspects for your research paper, begin your research on these aspects, starting with the first one. Today we are using only the City Council web page, so stay on this web page only, and list as many **facts** (statements that can be proven true) as possible about this aspect of your topic (you will research opinions on your topic another day). List these facts on the back of this paper.

## Day 4 (at the library)

Library Mini-Lesson: Credible versus non-credible websites: characteristics of each; instruct students on how to use search engines, and have them complete a checklist of criteria for each website they consider using to verify it is a *credible* site; internet research day 2, using city council and other relevant websites; use guiding questions on a worksheet to conduct research

### I. Credible Versus Non-Credible Sources

Directions: Complete the chart below by taking notes under the appropriate column.

Characteristics of a <b>Credible</b> Source	Characteristics of a <b>Non-Credible</b> Source

II. Why is the Internet such a likely place to find so many **non-credible** sources, as opposed to an encyclopedia or an academic journal?

### III. Search Engines

A search engine is:

Search engines I will use for my research paper:

Tips on how best to use search engines:

#### IV. Research: Day 2

Directions: Today you will use one or more search engines to conduct research on your topic. When you type in your search, remember to be as specific as possible: for example, if your topic is public education, do not type “education”; instead, type “public education in Oakland, CA”.

Look at the list of websites shown as the results. Find a website that is an organization, a company, or that lists a publication; these websites are more likely to be **credible** ones. When you go to the website, write down the **entire** website address so that you can cite it as a source in your paper, in case you use any information from it. Then answer the questions below, using the website. After you have answered the questions, evaluate the credibility of the website using the characteristics of a credible website from the chart above as a checklist. If more criteria about the website is non-credible than is credible, **do not use the information from this website.**

#### **Day 4 (continued): at the library**

##### **Website #1**

HTML (web) address: \_\_\_\_\_

Date accessed (today's date): \_\_\_\_\_

Relevant **facts** or **opinions** from this website that are directly about my topic (find at least 4 before moving on to another website, and separate each fact or opinion by a semicolon):

According to the criteria of a credible website from the chart above, is this website credible?\_\_\_\_

Will you use the information from this website in your paper?\_\_\_\_

## Website #2

HTML (web) address: \_\_\_\_\_

Date accessed (today's date): \_\_\_\_\_

Relevant **facts** or **opinions** from this website that are directly about my topic (find at least 4 before moving on to another website, and separate each fact or opinion by a semicolon):

According to the criteria of a credible website from the chart above, is this website credible? \_\_\_\_\_

Will you use the information from this website in your paper? \_\_\_\_\_

## Website #3

HTML (web) address: \_\_\_\_\_

Date accessed (today's date): \_\_\_\_\_

Relevant **facts** or **opinions** from this website that are directly about my topic (find at least 4 before moving on to another website, and separate each fact or opinion by a semicolon):

According to the criteria of a credible website from the chart above, is this website credible? \_\_\_\_\_

Will you use the information from this website in your paper? \_\_\_\_\_

## Day 5

### I. Committee Meetings

Directions: Now that you have conducted two days of excellent research, it is now time to meet with other members of your committee to share facts, points, and opinions that you found in your research. The point of this exercise today is to acquire new information about your topic, and to decide if you want to use that information or not in your research paper. Conduct the meeting using the directions below.

- ♦ Find the classmate who, in your topic (for example, violence) is researching a topic that is the same or the most similar to yours (for example, preventing crime.) This will be your partner. It is OK to have a group of 3.
- ♦ Share your research from both days, and write down any findings from your partner(s) that you find interesting and relevant to your topic, and that you may wish to use in your research paper. **Make sure you copy down the web address of the source where your partner(s) got his/her information so you can cite it in your essay.**

Source #1 web address: \_\_\_\_\_

Findings from this web address your partner has shared and you may wish to use in your paper (copy your partner's information down exactly as they wrote it to ensure validity):

Source #2 web address: \_\_\_\_\_

Findings from this web address your partner has shared and you may wish to use in your paper (copy your partner's information down exactly as they wrote it to ensure validity):

Source #3 web address: \_\_\_\_\_

Findings from this web address your partner has shared and you may wish to use in your paper (copy your partner's information down exactly as they wrote it to ensure validity):

### III. Classmate Interviews

Directions: You will need to use quotations in your research paper on aspects of your topic that you have decided upon. Today, you will interview 3 classmates to obtain their opinions and insight on your topic. On the lines provided below, write your topic down, and then the 4-5 aspects or subtopics you have to decided to research about your topic. Each classmate that you interview must write their opinion about each topic on the lines provided. If a classmate does not know anything about that topic, they should write "I currently do not know anything about this topic, but I look forward to being educated on it." The classmates you interview must also write their name and the date so that you can cite them in your paper if you choose to use their quotations.

Classmate Name and Date	Topic:  Classmate's thoughts on this topic (in space below)	Aspect #1:  Classmate's thoughts on this aspect (in space below)	Aspect #2:  Classmate's thoughts on this aspect (in space below)	Aspect #3:  Classmate's thoughts on this aspect (in space below)	Aspect #4:  Classmate's thoughts on this aspect (in space below)	Aspect #5:  Classmate's thoughts on this aspect (in space below)

Now, read over your classmate's comments, and choose 3 comments to respond to.

1) Put a \* in the box of the comment you are responding to. Do you agree or disagree with what this person said? What is your reaction to this comment?

2) Draw a circle around the box of the comment you are responding to. Do you agree or disagree with what this person said? What is your reaction to this comment?

3) Put a check mark in the box of the comment that you are responding to. Do you agree or disagree with what this person said? What is your reaction to this comment?

## Day 6

Directions: Last week, we learned characteristics of credible sources, and characteristics of non-credible sources. Today we will build on our knowledge of credibility by learning certain terms important to know when evaluating whether something is credible or not.

### I. NOTES

(Review): Credible Source:

Generalization:

Comprehensive:

<p>Generalization (noun): a statement that applies a truth or idea to everything or everyone</p>	<p>Evidence (noun): proof (through reasons, facts, statistics, etc) to support a statement</p>
<p><i>Example: Fresno, California is always sunny.</i></p> <ul style="list-style-type: none"> <li>• Makes an argument <i>weaker</i></li> <li>• Would <i>not</i> be accepted in a courtroom</li> <li>• <b>KEY WORDS:</b></li> <li>-<b>everyone</b> instead of <i>some/many people</i></li> <li>-<b>nobody</b> instead of <i>some people</i></li> <li>-<b>people</b> instead of <i>some/many people</i></li> <li>-<b>we</b> instead of <i>specific names (parents, Jon and Tim, etc)</i></li> <li>-<b>everything</b> instead of <i>specific things (Snickers instead of all candy bars)</i></li> <li>-<b>every</b> instead of <i>some</i></li> <li>-<b>all</b> instead of <i>some</i></li> <li>-<b>always</b> instead of <i>sometimes</i></li> <li>-<b>never</b> instead of <i>sometimes</i></li> </ul>	<p><i>Example: Fresno, California is sunny an average of 194 days a year .</i></p> <ul style="list-style-type: none"> <li>• Makes an argument <i>stronger</i></li> <li>• Would be accepted in a courtroom</li> <li>• <b>ANSWERS THE QUESTIONS:</b></li> <li>-<b>why?</b> (gives reasons to support argument)</li> <li>-<b>who?</b> (gives specific names)</li> <li>-<b>what?</b> (names specific things)</li> <li>-<b>where?</b> (names specific places)</li> <li>-<b>when?</b> (names specific times)</li> <li>-<b>how many/how much?</b> (gives specific numbers/statistics)</li> </ul>

Name \_\_\_\_\_  
Period \_\_\_ Date \_\_\_\_\_

### **Classwork: Identifying Generalizations and Evidence**

Directions: Read each statement. If it is a generalization, write **G** next to it and underline the key word(s) that show generalization. If it is evidence, write **E** next to it and write which question it answers (why/who/what/where/when/how many/how much.)

- 1) All grandparents spoil their grandchildren.
- 2) The human body is made up of 70% water.
- 3) Julia Brown was an eyewitness for the robbery last night.
- 4) Nobody cares about saving pennies.
- 5) Flight attendants are always friendly.
- 6) Drinking a lot of water is good for you because it keeps you hydrated.
- 7) Several of our country's wine vineyards are located in Napa, California.
- 8) The United States declared independence in 1776.
- 9) Everyone in that grocery store was grumpy.
- 10) People are very rude when they are driving.

## Classwork: Which Editorial is Stronger?

### Directions:

- ♦ Read the article.
- ♦ Underline any key words that indicate a generalization put a \* next to any line that gives evidence, and in the margin write which question that piece of evidence answers (example why/how many/who/where/when, etc).
- ♦ Then, count the number of underlined words (generalizations) and the number of \*'s (evidence.) List the number for each below the article.
- ♦ On the line below the t-chart, indicate what the editorial has more of: generalizations or evidence.
- ♦ Then, using this evidence, label the editorial as credible or non-credible.
- ♦ Finally, for the evidence given, on a scale of 1-10 (10=as comprehensive as possible), evaluate how comprehensive the evidence, judging by how much evidence was given.

### I'm Fifteen And...I'm Scared

By Julie K., Reading, MA

□I'm fifteen years old...and I'm scared. I'm scared about what's happening to the world and what's happening to the people in it.

My parents say everything has changed since they were my age. But what has changed? Who has changed? They were here while everything was going on so why couldn't they do something about it?

I don't understand, if people know that they are polluting, dumping chemical waste and destroying rain forests, why do they do it? Is it selfishness because they know they won't have to deal with it in their lifetime? It's not right that people care more about money than their environment and this is why I am scared.

It's the people that have changed. Half of them don't really know what's going on, which is hard to believe. Who can ignore poverty, the ozone layer, drug use and many other problems we face.

Do people really want war? If they don't, why do we keep making weapons? There are bombs that could wipe out whole cities and worse. And the effects of it would be just as bad. By having these kinds of weapons, is the government saying we will have war? Even though we are getting rid of some weapons we could destroy them all and then stop war all together. Shouldn't all people work together?

Everyone says that things are being done to repair the damage that has been done but I think we can do more. I think we have to do more. Imagine if everyone helped! If more people knew what was going on maybe things would change.

It's up to the kids today who will be in charge of the world tomorrow to do something now. So that our kids won't have to say they are scared.

Number of generalizations: \_\_\_\_\_ Number of pieces of evidence: \_\_\_\_\_

Credible or non-credible? \_\_\_\_\_

On a scale of 1-10, how comprehensive is the evidence given? \_\_\_\_ Why?

II. Now that you have had practice in identifying generalizations, evidence, and how comprehensive that evidence is, it is time to apply those skills to the research you have already done for your paper. Go through the steps below to ensure that you use the strongest information from your research to put into your research paper.

- 1) Scan the information you collected from all of your research. If **any** of this information has key words that indicate it is a generalization (like always, never), **cross it out and do not use it in your paper.** *I checked my research for generalizations:\_\_\_\_\_*
- 2) Now, determine how *comprehensive* the evidence you have is. Remember, we defined comprehensive as providing as much information as possible, in the most detailed way. Look at your evidence. Could anything be more comprehensive? (For example, if your topic is “preventing violence,” and you found a statistic that the number of homicides in Oakland went up last year, how could this evidence be more comprehensive? (It could tell you exactly how many homicides there were last year, and even compare it to the year before.)

In the space below, copy down 3 pieces of evidence that you feel are comprehensive already, and that you plan on using in your paper, and then copy down 2-3 pieces of evidence that can be more comprehensive, and then indicate what you will be looking for the next time you research to make this evidence more comprehensive.

Evidence that is already comprehensive enough:

1)

Source (website):\_\_\_\_\_

2)

Source (website):\_\_\_\_\_

3)

Source (website):\_\_\_\_\_

Evidence that you want to make more comprehensive:

1)

Source (website): \_\_\_\_\_

How it can be more comprehensive:

Evidence that you want to make more comprehensive:

2)

Source (website): \_\_\_\_\_

How it can be more comprehensive:

Evidence that you want to make more comprehensive:

3)

Source (website): \_\_\_\_\_

How it can be more comprehensive:

## Day 7

NOTES:

### **Perspective:**

Perspectives can be positive, negative, or neutral (neither positive nor negative; this is most often objective, with facts or statistics)

### **Balancing Perspectives**

**Directions:** In your research paper, you want to present as balanced a point-of-view about your topic as possible; after all, the purpose of a research paper is not to give your opinion, like in a persuasive essay, but to inform the reader about your topic. Examine your evidence. **For each piece of evidence you have, determine which perspective it is: positive, negative, or neutral.** As you go down your list of evidence, tally in the chart below your results, so that at the end of your list of evidence you can see how much evidence is positive, how much is negative, and how much is neutral.

### **EVIDENCE**

POSITIVE	NEGATIVE	NEUTRAL

**Circle the box above that has the most tallied.** This box has the most evidence, and today you will be balancing this perspective. For example, if you currently have mostly positive evidence, your research has a positive perspective, and you want to find some negative and neutral evidence. *You do not need to make the evidence equal (as many pieces of positive evidence as you have negative evidence);* however, you do want to make your evidence a little more balanced.

### **RESEARCH to balance perspectives**

Directions: In your research today on the Internet, use the City Council website and/or search engines to find other websites in order to balance your evidence. Record your evidence in a chart on the back of this sheet. Make a chart exactly like the one above. If you find positive evidence, for example, record this evidence in the “positive” box-do not forget to write down the web address where you got the information!

***Your goal today is to balance your perspective by finding and recording at least 4 new pieces of evidence of a perspective that is not currently your dominating perspective.***

## Day 8

### I. NOTES

Paraphrase:

Why we do it:

### II. Practice

Directions: Now that we have identified the art of paraphrasing, you are to practice paraphrasing on a different medium than websites today: you will practice on newspaper and magazine articles.

- ♦ First, read the article and write down the main idea of the article in the space provided.
- ♦ Then, locate and write down an important sentence or sentences from the article 4 times.
- ♦ Below them, paraphrase these sentences in order to put them into your own words.

Article title: \_\_\_\_\_

Author:

Main idea of article (1 sentence):

1. Important sentence(s):

Paraphrase of this Quotation:

2. Important sentence(s):

Paraphrase of this Quotation:

3. Important sentence(s)

Paraphrase of this Quotation:

4. Important sentence(s):

Paraphrase of this Quotation:

III. Now it is time to apply what we learned today to our research we have already done. You will quote some things in your research paper, but you also want to put some of your findings in your own words, so you do not have to quote them. Choose 4 pieces of evidence you have already found. On the back of this paper, quote the evidence word-for-word; indicate the source you got it from; and then paraphrase this evidence to the best of your ability. You may use this paraphrased evidence in your essay when you go to write it.

## Day 9

I. Just like you balanced your perspectives in order to have a relative balance between positive, negative and neutral evidence, so do you want to balance the *type* of evidence you have for your research paper. For example, having a research paper full of only statistics would make the paper very boring, whereas having only scenarios would not give the reader enough concrete proof in numbers, and you would want to add more statistics. Examine your evidence. From what we learned today about each kind of evidence, tally the evidence in the chart below as you go through it. For example, if your first piece of evidence is a commonly held belief, tally that in the box, and continue to tally until you have gone through your entire list of research so far.

Types of Evidence

Fact	Statistic (fact with numbers)	Scenario	Commonly Held Belief	Hypothesis

Now, analyze the chart by answering the questions below.

- 1) Type of evidence I have the **most** of: \_\_\_\_\_
- 2) Type of evidence I have the **least** of: \_\_\_\_\_
- 3) Is there a type of evidence you don't have **any** of? If so, what is it? \_\_\_\_\_

### III. Balancing your Evidence

Now it is time to balance your evidence. In your research today (using the City Council website and/or search engines), try to find evidence that will make the chart above as even as possible (for example, you have as many statistics as you do facts, as you do commonly held beliefs.) At the very least, make sure you target the type of evidence that you have the **least** of, and try to find as many pieces of that kind of evidence as possible in order to make it more balanced with your other evidence. Record your findings below.

Evidence:

Aspect of topic this evidence concerns:

Web address: \_\_\_\_\_

Type of evidence:

Evidence:

Aspect of topic this evidence concerns:

Web address: \_\_\_\_\_

Type of evidence:

(Use the back of this sheet to record your evidence in the same way as above at least 2 more times)

## Day 10

I happen to know that many of you are experts when it comes to math, and in the work we will do today, you will get to use your math skills for your research paper.

### I. **WHY** Visual Aids

**Why** is it helpful to provide visual aids like charts and graphs along with a research paper?

### II. Analyzing a Visual Aid

Directions: Examine the bar graph you and your partner have been given. Answer the questions that follow.

What is the title of this bar graph? \_\_\_\_\_

What is the title of the horizontal line (the x-coordinate)? \_\_\_\_\_

What is the title of the vertical line (the y-coordinate)? \_\_\_\_\_

What does this graph show? (a decrease/increase, etc) \_\_\_\_\_

Trade graphs with another pair of partners, and answer the questions below about your new graph.

What is the title of this bar graph? \_\_\_\_\_

What is the title of the horizontal line (the x-coordinate)? \_\_\_\_\_

What is the title of the vertical line (the y-coordinate)? \_\_\_\_\_

What does this graph show? (a decrease/increase, etc) \_\_\_\_\_

### III. Applying it to your Research Paper

Directions: Now that you have learned **why** and **how** we use visual aids, think about your research topic and the evidence you have found so far, and answer the questions below.

1) Which aspect(s)/subtopic(s) of your topic would be best suited to have a visual aid?

Why?

2) Do you have any evidence—statistics, especially—out of which you could **make** a bar graph or chart? If so, which evidence?

- 3) Remember that including a visual aid in your research paper is optional, worth extra credit. I strongly encourage you to try it, though (to find a visual aid or to create one) because it will help the reader more clearly understand the evidence you are presenting.

## Day 11

### I. NOTES

Today you will learn how to make **distinctions** between the **value** and **significance** of data, facts, and ideas so that you can choose the most valuable and significant facts and ideas to include in your paper. First, we need to define the words highlighted in bold.

**Distinction** \_\_\_\_\_

**Value:** \_\_\_\_\_

**Significance:** \_\_\_\_\_

What makes data, facts, and ideas **valuable**? If they relate **directly** to your aspect of your topic you are examining in your paper.

What makes data, facts, and ideas **significant**? If they show something important or revealing about the particular aspect of your topic that you are examining in your paper

### II. Analyzing your Current Research

Directions: Examine the 4-5 aspects you have chosen to focus on with your topic, and answer the questions below.

1) Is each aspect **valuable** to my topic? \_\_\_\_ How? (Explain for each aspect) (If you say "no," then see me)

2) Is each aspect **significant** to my topic? \_\_\_\_ How? (Explain for each aspect) (If you say "no," then see me)

Choose 3 pieces of evidence for the same aspect of your topic to examine. Using the scale below, rate each piece of evidence on how **valuable** and **significant** the evidence is.

Topic: \_\_\_\_\_

Aspect of Topic: \_\_\_\_\_

Evidence #1 (List/quote it here): \_\_\_\_\_

Source: \_\_\_\_\_

Type of Evidence: \_\_\_\_\_

On a scale of 1-10 (10=most valuable), how valuable is this evidence? \_\_\_\_

Why? \_\_\_\_\_

On a scale of 1-10 (10=most significant), how significant is this evidence? \_\_\_\_

Why? \_\_\_\_\_

(On the back of this paper, use the same questions listed above for 2 more pieces of evidence)

## Day 12

Directions: Today is the final day you will get to meet with your committee members about your topic. Like last time, partner with the classmate whose topic is most similar to yours, and answer the questions below. Make sure to bring your folder of research with you.

1) List your partner's 4-5 aspects of his/her topic in the space below.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

2) Do you have any of the same aspects as your partner? If so, which one(s)?

3) Does your partner have any aspects that you want to use in place of or in addition to your current aspects? If so, which one(s)?

Why?

4) Now, trade research folders, and examine your classmate's evidence. You will help them evaluate-like you did yesterday with your own evidence-how significant and valuable their evidence is, and if you recommend they keep it or find better evidence. Examine the evidence your classmate chose to evaluate yesterday, and answer the questions below.

Evidence #1 (List/quote it here): \_\_\_\_\_

Type of Evidence: \_\_\_\_\_

On a scale of 1-10, what did your classmate rate it for how valuable it is? \_\_\_\_\_

What is your rating? \_\_\_ Why? \_\_\_\_\_

On a scale of 1-10, what did your classmate rate for how significant it is? \_\_\_\_\_

What is your rating? \_\_\_ Why? \_\_\_\_\_

Based on your ratings, would you recommend your classmate keep this evidence? \_\_\_\_\_

Why/why not? \_\_\_\_\_

\*\*On the back of this paper, answer the same series of questions about the other pieces of evidence your classmate evaluated yesterday.

### Day 13

**Directions:** Since you are nearly ready to begin writing your research paper, today we will look at the sample research paper introduced in the first week of this unit, and break it down even further so that you know exactly what to do in order to write an “A”-or a score of “4”—research paper. Read the sample essay, then answer the questions that follow.

- 1) Underline the thesis statement of the paper, and copy it here:
  
- 2) What is the purpose of a thesis statement?
  
- 3) Underline each of the topic sentences, and copy the first one down here:
  
- 4) What is the purpose of a topic sentence?
  
- 5) Put a \* next to each of the anchor sentences, and copy the first one down here:
  
- 6) What is the purpose of an anchor sentence?
  
- 7) List the 4 aspects of the paper here (hint: you can find these within the topic sentences):
  
- 8) Focus on the first body paragraph. In the chart below, quote each piece of evidence in the category in which it belongs.

Fact	Statistic (fact with numbers)	Scenario	Commonly Held Belief	Hypothesis

- 1) Choose one piece of evidence from the chart above to evaluate.
  
- 2) Copy the evidence you chose here:
  
- 3) What kind of evidence is it?
  
- 4) On a scale of 1-10, how valuable is this evidence?\_\_\_Why?
  
- 5) On a scale of 1-10, how significant is this evidence?\_\_\_\_Why?
  
- 6) If this were your paper, would you keep this evidence? \_\_\_\_Why/Why not?

## Day 14

Directions: Today you will practice using the active voice (rather than the passive voice) in your writing, and you will practice using precise language (choosing the best words possible) in your writing. The exercises we do today will help make your research paper sound better, and thus be much stronger, when you write it.

### I. Active Voice

Directions: Read the story with your partner that you were given. Choose ten sentences that are written in the passive voice, and rewrite them in the active voice.

1) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

2) 2) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

3) 3) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

4) 4) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

5) 5) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

6) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

7) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

8) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

9) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

\_\_\_\_\_

10) Sentence (passive voice): \_\_\_\_\_

\_\_\_\_\_

Rewritten sentence (active voice): \_\_\_\_\_

\_\_\_\_\_

II. Now, write an original story of your own, and make sure it is in the active voice.  
It must be a minimum of 6 sentences. You must have at least 10 active verbs.

Write your story in the space below.

(Once you are done with your story, trade stories with your partner, and underline his/her active verbs. Make sure he/she has at least 10)

## Day 15

Name \_\_\_\_\_  
Period \_\_\_\_ Date \_\_\_\_\_

### Quotations!

#### I. Citing a Quotation

Directions: Insert quotation marks and the correct punctuation into each of the following sentences.

- 1) When are you going to the store she asked
- 2) As soon as the game is over he replied
- 3) That may be a while, since it just went into extra innings she said
- 4) I know, but I can't miss any of it: Barry Zito is pitching tonight he exclaimed
- 5) She sighed and said Okay, just remember to get all of the groceries

#### II. Explaining a Quotation

Directions: Read each quotation and the information about it. On the lines provided, rewrite the quotation and include (before or after the quotation) an explanation of what it means.

- 1) Scenario: a very cold Halloween night; girl wants to wear a tanktop and shirts as part of her costume  
Speaking: Mother to girl

“You can't wear that!”

---

---

- 2) Scenario: a couple shopping at a grocery store; man is trying to lose weight  
Speaking: man to his girlfriend

“Don't buy the brownie mix”

---

---

- 3) Scenario: at kitchen table; boy shows his Mom his improvement in English class from a C to an A  
Speaking: Mother to son

“I'm so proud of you!”

---

---

## Quotations!

### Citing a Quotation

- Put quotation marks around the quotation

He said, I can't wait to go trick-or-treating tonight

- Capitalize the first word of the quotation

She responded, maybe we are too old to be trick-or-treating this year

- Insert punctuation *inside* the end quotation mark

You won't be saying that when you see me bring all that candy home he said

- Put the page number of the quotation at the *end* of the sentence

### Explaining a Quotation

- Determine what the quotation tells us

"The defendant is not guilty, but someone in this courtroom is" (206)

- Identify who is saying it to whom

- Explain the quotation *before* or *after* you cite the quotation

## Day 16

Today you will learn how to write a bibliography for the resources that you researched. It is very important to learn how to cite resources correctly, since you are using evidence and quotations from them. Think about it: if you were quoted in a newspaper, wouldn't you want the person writing it to get it right?

Here is a list of different kinds of sources we have been working with, and examples of how to cite each kind of source. After reading over this list, cite each of your sources on the lines provided.

### Online Resources

#### Internet:

Author of message, (Date). Subject of message. Electronic conference or bulletin board (Online). Available e-mail: LISTSERV@ e-mail address

EXAMPLE:

Ellen Block, (September 15, 1995). New Winners. Teen Booklist (Online). Helen Smith@wellington.com

#### World Wide Web:

URL (Uniform Resource Locator or WWW address). author (or item's name, if mentioned), date.

EXAMPLE: (Boston Globe's www address)

http://www.boston.com. Today's News, August 1, 1996.

#### Newspaper article:

Author (last name first). "Article title." Name of newspaper (Type of medium), city and state of publication. (Date): If available: Edition, section and page number(s). If available: publisher of medium, version, date of issue.

EXAMPLE:

Stevenson, Rhoda. "Nerve Sells." Community News (CD-ROM), Nassau, NY. (Feb 1996): pp. A4-5. SIRS, Mac. version, Spring 1996.

#### Magazine article:

Author (last name first). "Article title." Name of magazine (type of medium). Volume number, (Date): page numbers. If available: publisher of medium, version, date of issue.

EXAMPLE:

Rollins, Fred. "Snowboard Madness." Sports Stuff (CD-ROM). Number 15, (February 1997): pp. 15-19. SIRS, Mac version, Winter 1997.

**For a person:**

Full name (last name first). Occupation. Date of interview.

EXAMPLE:

Smeckleburg, Sweets. Bus driver. April 1, 1996.

**For an encyclopedia:**

Encyclopedia Title, Edition Date. Volume Number, "Article Title," page numbers.

EXAMPLE:

The Encyclopedia Britannica, 1997. Volume 7, "Gorillas," pp. 50-51.

**For a magazine:**

Author (last name first), "Article Title." Name of magazine. Volume number, (Date): page numbers.

EXAMPLE:

Jordan, Jennifer, "Filming at the Top of the World." Museum of Science Magazine. Volume 47, No. 1, (Winter 1998): p. 11.

**For a newspaper:**

Author (last name first), "Article Title." Name of newspaper, city, state of publication. (date): edition if available, section, page number(s).

EXAMPLE:

Powers, Ann, "New Tune for the Material Girl." The New York Times, New York, NY. (3/1/98): Atlantic Region, Section 2, p. 34.

Now, cite your sources correctly, according to what type of source they are. Again, use the examples above to help you. If you need my help, raise your hand and I will assist you.

1)

2)

3)

4)

5)

## Day 17

Today you will help your partner improve his/her paper by looking for key components of the research paper. Read your partner's paper once through first, to get an idea of what the paper is about, and then answer the questions that follow. Where indicated, use the post-it notes you were given to write notes to your partner, and attach them to the part of the paper for which you are writing advice.

- 1) What is the topic of this paper?
- 2) What is the thesis statement of this paper? (If there is no thesis statement, write your partner a note on a post-it that he/she needs one)
- 3) Does your partner give sufficient background information about this topic in the introductory paragraph? (If you knew nothing about the topic, would this information be enough for you to be able to understand the rest of the paper?) \_\_\_\_If your answer is NO, then write your partner a note on a post-it that he/she needs to make the background information more complete and clear
- 4) Based on the topic sentences, what are the 4-5 aspects (subtopics) of this paper? List them here
- 5) Does each body paragraph have a topic sentence?\_\_\_\_If your answer is NO, then write your partner a note on a post-it that he or she needs one.
- 6) Does each body paragraph have an anchor sentence?\_\_\_\_If your answer is NO, then write your partner a note on a post-it that he or she needs one
- 7) Does your partner restate the thesis statement in the conclusion paragraph?\_\_\_\_If the answer is NO, then write your partner a note that he/she needs one.
- 8) Does your partner summarize the 4-5 aspects of his/her topic in the conclusion paragraph?\_\_\_\_If the answer is NO, then write him/her a note that he/she needs one
- 9) Does your partner cite quotations correctly?\_\_\_\_If the answer is NO, write your partner a note telling him/her how to fix it.
- 10) Does your partner cite each source in the bibliography correctly? If the answer is NO, then write your partner a note telling him/her how to fix it.
- 11) Does your partner use the active voice for each verb? Circle any verbs that are in the passive voice, and write your partner a note telling him/her that he/she needs to change it to the active voice.
- 12) Scan the paper one more time. At the bottom of his/her paper, write your partner a note: in the note, write what you like best about the paper (what is strongest about it), and one thing he/she most needs to improve on, and how. Initial his/her paper once you have answered all of these questions.

## **Day 18**

Directions: You will have the entire period today to type your draft of your research paper on the computer. Try to type as efficiently as possible so that you finish within this period, but do not make any careless spelling or grammar mistakes. Also, use spellcheck when you finish typing to check for spelling errors. \*\*If you finish early, first check for spelling and grammar errors, and then begin to revise any sentences that could be stronger.

## Day 19

Today you will get to proofread and edit your paper, but before we do that, we will do some practice with subject-verb agreement. In English, when we write, we need to make sure that the subjects and verbs of our sentences agree. For example, we need to write “I am happy,” and not “I is happy.”

Directions: For the following subjects and predicates, complete the sentence using correct subject-verb agreement. Use the present tense for each sentence.

- 1) I \_\_\_\_\_ to the hospital.
- 2) She \_\_\_\_\_ to school every day.
- 3) They \_\_\_\_\_ to the movies a lot.
- 4) We \_\_\_\_\_ at that restaurant sometimes.
- 5) He \_\_\_\_\_ from time to time.
- 6) \_\_\_\_\_ goes to the grocery store each Friday.
- 7) \_\_\_\_\_ love dining out.
- 8) \_\_\_\_\_ hate being indoors too much.
- 9) \_\_\_\_\_ plants flowers every spring.
- 10) \_\_\_\_\_ bakes cookies for us every time we visit.

In the space below, list 5 of the most important facts you have learned about your topic in your research paper. Then, go back and underline the subject and the verb of each sentence, and make sure they agree with each other. Once you have finished, proofread your paper to check for subject-verb agreement, and to check once more for any spelling or grammar errors. Once you have proofread your paper, you may print it out.

## Day 20

**CONGRATULATIONS! You have just written and turned in your first high school research paper! You should feel very accomplished at this point.**

Today we are very lucky to have a guest speaker who uses his voice to influence society in an effort to make it better, just as you discovered in this unit that you have the power to do. As he speaks today, take notes on what he says in the space below, and write down 3 thoughtful questions for him. You do not need to ask these questions out loud, but I want to see that you are thinking of thoughtful questions nonetheless.

1) Speaker's name:

2) Job of Speaker and where he works:

Notes (Jot down at least 3 important things he says about how he tries to influence society through his job in order to make it better):

3) 3 thoughtful questions you have for the speaker:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Reflection (Exit Slip)

What did you learn today?

What kinds of things does the speaker say he does in his job that you can also do as a teenager in order to help make your city of Oakland a better place?

## Day 21

Now that you have turned in a college-level research paper, it is now time to employ your expertise in the area you researched, and use your voice to advocate for change in this topic concerning the city of Oakland. Today, you will prepare to write a persuasive letter to the mayor of Oakland, Ron Dellums, in which you propose one or more changes or actions you would like to see be made in your area of research, in order to make Oakland a better place. Today we will review what a persuasive essay looks like, and tomorrow you will write your letter as a timed writing exercise. After we read these letters to one another this Friday, we will then mail these letters the mayor so that he can hear the opinions and insight of the young people of Oakland.

### I. The nuts and bolts of persuasive writing

What is the purpose of a persuasive letter?

When do we use it?

What kind of language do we need to use, formal (academic English) or informal?

Why?

What a persuasive essay (letter) must have:

- Thesis statement
- At least 3 reasons supporting this statement
- A counterargument

### II. Preparing your Persuasive letter

Based on your research, what do you think needs to be done about your topic in the city of Oakland? (What is the most pressing issue/action that needs to be taken?)\*If you cannot think of anything, see me at the end of class so we can be sure you will be able to think of something tonight for homework:

- 1) List at least 2 reasons supporting this idea (hint: find 2 pieces of evidence from your research paper)

\*\*For homework tonight, you will turn your idea of the most pressing issue into your thesis statement for your letter, and for the 2-3 reasons you just listed, write a topic sentence for each of these. Bring these sentences in on a separate piece of paper tomorrow to use for your persuasive letter.

### III. Discussion: How to use your voice

Directions: We will use the guiding questions below to have a class discussion on the importance of the project we just undertook.

- 1) Are you happy about how issues and concerns are being taken care of in Oakland?  
Why/why not?
  
- 2) Why is knowing the facts (doing research) like we just did so important to being able to effect change?
  
- 3) How can you as a teenager use your knowledge, wisdom, and your voice to advocate for change or improvement in the areas you researched in the past several weeks? (What specific things can you do?)

## **Day 22**

Today, you will be doing a timed writing persuasive letter.

On the sheet of paper provided, write a 4-5-paragraph letter (1st=introduction, 2nd=1st reason, 3rd=2nd reason, 4th=3rd reason, 5th=conclusion) to the Mayor of Oakland, Ron Dellums, in which you propose certain changes or improvements to the topic you researched. Remember to include all of the required components of a persuasive letter. Make sure you have a thesis statement in your introduction, topic and anchor sentences in your body paragraphs, and that you restate your thesis statement and summarize your reasons in your conclusion. Good luck!

## Day 23

Since we will be mailing our persuasive letters to the Mayor, we want to make sure that it is your best writing possible, so today a classmate will look at your letter, and suggest any changes you should make.

Swap papers with your partner. Read through the letter first, and answer the questions that follow. Use the post-it notes provided to write advice or notes for your partner.

- 1) What is the issue being explored in this essay?
  
- 2) What is the thesis statement? (If you cannot find it, write your partner a note that he/she needs one)
  
- 3) Read again the topic sentences for the body paragraphs, and list the 2-3 reasons defending the opinion found within the topic sentences:
  
- 4) Does each body paragraph have an anchor sentence? \_\_\_\_ (If NOT, then write your partner a note that he/she needs one)
  
- 5) Is there a counter-argument in the last body paragraph? \_\_\_\_ Write the counterargument here (If there isn't one, write your partner a note that he/she needs one)
  
- 6) Does your partner restate the thesis statement in the conclusion paragraph? (If NOT, write your partner a note that he/she needs to)
  
- 7) Does your partner summarize in the conclusion paragraph the reasons supporting the thesis statement? \_\_\_\_ (If NOT, write your partner a note that he/she needs to)
  
- 8) Does your partner use the active voice for each verb? Circle any verbs that are in the passive voice, and write your partner a note telling him/her that he/she needs to change it to the active voice.
  
- 9) Scan the paper one more time. At the bottom of his/her paper, write your partner a note: in the note, write what you like best about the paper (what is strongest about it), and one thing he/she most needs to improve on, and how. Initial his/her paper once you have answered all of these questions.



- 6) Now, using the poster provided, create a visual representing the issue you wrote about yesterday in your persuasive letter. Ideas for your visual include: 1) an illustration representing the issue; 2) an illustration representing the effect of this issue; 3) a chart or graph representing data about this issue; 4) or any other way that you can represent through pictures what you were trying to persuade the Mayor about in your letter. This visual is due tomorrow for our gallery walk.

## Day 25

Welcome to the Oakland City Council! Today we will conduct a mock City Council meeting, at which letters from educated and concerned teenagers in Oakland will be read.

**Procedures for the mock City Council Meeting:** When you are a part of the audience and are listening to others, be the most respectful and attentive listener you can be. Your classmates, like you, worked very hard on this persuasive letter and on their research, so show your most respectful listening.

When you are speaking, stand behind the honorable speaker's podium, and project your voice clearly and loudly. Make eye contact with your audience so that they remain as attentive as possible.

**Procedure for the Gallery Walk:** Lay your visual on your desk, and place your persuasive letter right next to it. When your teacher instructs you to, you may begin walking around the classroom to view your classmates' work. With the post-it notes given, write at least 3 notes for 3 separate classmates, listing one thing you like about their letter or their visual, and stick it to their desk.

## Research Paper Template

### Introduction

Attention-grabbing sentence:

Background information about your topic:

Thesis Statement:

### Body Paragraph #1

Topic Sentence:

Evidence 1, 2, 3

Quotation:

Explanation of quotation:

Anchor Sentence:

---

**Body Paragraph #2**

Topic Sentence:

Evidence 1, 2, 3

Quotation:

Explanation of quotation:

Anchor Sentence:

**Body Paragraph #3**

Topic Sentence:

Evidence 1, 2, 3

Quotation:

Explanation of quotation:

Anchor Sentence:

**Body Paragraph #4**

Topic Sentence:

Evidence 1, 2, 3

Quotation:

Explanation of quotation:

Anchor Sentence:

**Body Paragraph #5 (optional)**

Topic Sentence:

Evidence 1, 2, 3

Quotation:

Explanation of quotation:

Anchor Sentence:

**Conclusion**

Restate thesis statement:

Summarize Aspects (topic sentences

Quotation:

Explanation of Quotation:

Strong Line:

**Bibliography**

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

4) \_\_\_\_\_

\_\_\_\_\_

5) \_\_\_\_\_

\_\_\_\_\_

6) \_\_\_\_\_

\_\_\_\_\_

7) \_\_\_\_\_

\_\_\_\_\_

8) \_\_\_\_\_

\_\_\_\_\_

9) \_\_\_\_\_

\_\_\_\_\_

## Persuasive Letter Template

### Introduction

Attention-grabbing sentence:

Background information about your topic

Thesis Statement

Topic Sentence:

Evidence 1, 2, 3

Quotation:

Explanation of quotation:

Anchor Sentence:

Topic Sentence:

Evidence 1, 2, 3

Quotation:

Explanation of quotation:

Anchor Sentence:

Topic Sentence:

Evidence 1, 2, 3

Quotation:

Explanation of quotation:

Anchor Sentence:

---

**Conclusion**

Restate thesis statement:

Summarize Aspects (topic sentences

Quotation:

Explanation of Quotation:

Strong Line (call to action):