

*Important Concepts . . .*

# **Preview Review**



***Language Arts***

***Grade 8***

***W3 - Lesson 4: Persuasive  
Essay Writing***

## Important Concepts of Grade 8 Language Arts

W1 - Lesson 1 .....	Literary Techniques
W1 - Lesson 2 .....	Poetic Elements
W1 - Lesson 3 .....	Literary Techniques and Advertising
W1 - Lesson 4 .....	Media and Technology
W1 - Quiz	
W2 - Lesson 1 .....	Short Story Elements I
W2 - Lesson 2 .....	Short Story Elements II
W2 - Lesson 3 .....	Narrative Paragraphs
W2 - Lesson 4 .....	Descriptive and Expository Paragraphs
W2 - Quiz	
W3 - Lesson 1 .....	Explanatory Writing
W3 - Lesson 2 .....	Persuasive Writing
W3 - Lesson 3 .....	Essay Writing
W3 - Lesson 4 .....	Persuasive Essay Writing
W3 - Quiz	

## Materials Required

### Textbooks:

1. *ResourceLines* 7/8
2. *SightLines* 8

Language Arts Grade 8

Version 5

Preview/Review W3 - Lesson 4

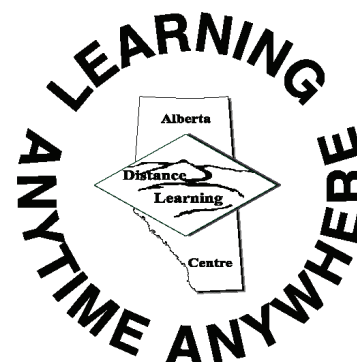
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# Preview/Review Concepts for Grade Eight Language Arts



***W3 - Lesson 4:  
Persuasive Essay Writing***

# OBJECTIVES

By the end of this lesson, you should

- organize your idea
- use transitional devices between paragraphs
- write a persuasive essay

## GLOSSARY

**examples and illustrations** - supporting details that may be stated using literary techniques, figurative language, or graphs, tables, and pictures

**logical argument** - an approach to writing that makes sense; helps to support an opinion

**order of ideas** - the placing of ideas in the body in the same order in which they appear in the introduction

**persuasive essay** - an essay in which the writer attempts to convince the reader about something

**transitions** - words that link sentences and paragraphs in smooth order

## W3 - Lesson 4: Persuasive Essay Writing

### Ellipsis

An ellipsis is three evenly spaced dots and is used to show that words are left out. When used inside quotations, ellipsis shows that words have been cut from the original. Ellipsis is usually not needed at the beginning or end of a quotation because it may be assumed to be part of a longer piece. If ellipsis is used at the end of a sentence, the appropriate end punctuation is still required.

#### Example:

Martin Luther King, in his "I Have a Dream" speech, said:  
I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

When we make use of ellipsis, this may become

I have a dream that ... we hold these truths... that all men are created equal.

An ellipsis is used when a statement is left unfinished.

#### Example:

The grass is always greener....

The ellipsis can also be used to indicate a pause in the flow of a sentence and is especially useful in quoted speech.

#### Example:

"I ...don't know what to say...," he whispered.

### Activity 1

Below are brief paragraphs from Mary Schmich's 1997 commencement address at MIT, also known as "Wear Sunscreen". Rewrite the sentences and insert ellipses to reduce the length of each message.

1. Don't worry about the future. Or worry, but know that worrying is as effective as trying to solve an algebra equation by chewing bubble gum. The real troubles in your life are apt to be things that never crossed your worried mind, the kind that blindside you at 4 p.m. on some idle Tuesday.

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2. Don't feel guilty if you don't know what you want to do with your life. The most interesting people I know didn't know at 22 what they wanted to do with their lives. Some of the most interesting 40-year-olds I know still don't.

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3. Get to know your parents. You never know when they'll be gone for good. Be nice to your siblings. They're your best link to your past and the people most likely to stick with you in the future.

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## Activity 2

Choose one of the following topics:

1. Professional athletes are paid too much money.
2. A community curfew of 8:00 p.m. should be imposed for all children under 16 years of age.
3. Students should be required to complete 75 hours of community service as part of their graduation requirements.
4. The school day should be lengthened by two hours so that all students can get help with their homework.
5. Field trips are a waste of school money.

Determine the arguments for and against your topic. In the following chart, write as many reasons as you can think of FOR and AGAINST your topic. Whichever side you can fill up first or most easily (FOR or AGAINST) is the side you could write on with the most confidence. This gives you your position on the topic and should give you an idea for your title.

I will write about the following:

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Reasons For	Reasons Against

### Activity 3

A statement of three of the points you have written on the chart become the **introduction** of your persuasive essay. The **body** is the process of going through those three points and further explaining them by using illustrations or examples from your life or from statistics, research, newspaper articles, and so on. Everything that is mentioned must **support your argument**. The **conclusion** simply restates what you wrote in the introduction, reworked a bit so that it **sums up your arguments** and gives a **finished feeling** to your essay.

On the lines below, outline **the introduction** of your persuasive essay.

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Activity 4

Examples, order, transitions: these will smooth any bumps you may encounter when you are expanding the outline and producing the rough copy. They will help your work be more effective.

**Examples and Illustrations** – Think of literary techniques, figurative language you could use to spark your essay in places. Can you include graphs, tables, pictures, or actual objects to make your argument more convincing?

**Order of Ideas** – Generally, we stick to this rule: the order of ideas in the introductory paragraph is the same order in which ideas should appear in the body. Therefore, idea #1 is the first paragraph in the supporting body, #2 idea is the second paragraph, and so on.

**Transitions** – These link sentences and paragraphs in smooth order. By using a transitional device, the writer can lead the reader through the ideas in a clear, orderly manner.

Some common transitional devices:

also, later, these, however, although, meanwhile, nevertheless, next, such, hence, likewise, therefore, accordingly, consequently, thus, even, unlike, because, then, at length, furthermore, in conclusion, soon, finally, another, in addition, for example, to begin with, first, since, instead, similarly, as a result for instance, for this reason

On the next two pages, write a rough draft of your essay. Then, following the tips sheet for **Proofreading and Editing**, (page 8) write a good copy that you will be proud to hand in at the beginning of the next lesson.

First Draft (Rough Copy)

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## Tips for Proofreading and Editing

Criteria	Self-Assessment Have you done this?
uses proper sentence format, including capitalization and punctuation	
uses a variety of sentence types (exclamatory, interrogative, declarative, etc.)	
presents ideas in paragraph format	
presents ideas in logical order	
supports ideas with facts, evidence, and/or descriptive details	
provides an effective opening and closing	
shows agreement in use of verbs and pronouns	
uses verb tenses properly	
uses punctuation correctly, including commas, quotation marks, periods, question marks, and exclamation marks	

### Good Copy

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## Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What have I learned about writing a persuasive essay?

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2. What areas of persuasive writing do I still need to work on?

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