

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 9 TEACHER KEY***

***W1 - Lesson 2: The Persuasive  
Paragraph***

Important Concepts of Grade 9 Language Arts	Materials Required
W1 - Lesson 1 .....Paragraph Structure W1 - Lesson 2 ..... The Persuasive Paragraph W1 - Lesson 3 .....The Business Letter W1 - Lesson 4 ..... Business Letter Assignment W1 - Lesson 5 .....Paragraphs and Business Letters <b>W1 - Quiz</b> W2 - Lesson 1 ..... The Five-Paragraph Essay W2 - Lesson 2 ..... The Body of the Essay W2 - Lesson 3 ..... The Concluding Paragraph W2 - Lesson 4 .. Editing and Publishing Your Essay/Essay Review W2 - Lesson 5 ..... Five-Paragraph Essay Review <b>W2 - Quiz</b> W3 - Lesson 1 .....The Short Story W3 - Lesson 2 ..... More Story Elements/Planning Your Story W3 - Lesson 3 .....Story Building W3 - Lesson 4 .....Advanced Story Writing Techniques W3 - Lesson 5 ..... Short Story Review <b>W3 - Quiz</b>	<b>Textbooks</b> <i>ResourceLines 9/10</i> <i>SightLines 9</i>

Language Arts Grade 9

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Preview/Review W1 - Lesson 2 TEACHER KEY

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# Preview/Review Concepts for Grade Nine Language Arts

## ***TEACHER KEY***



***W1 - Lesson 2:  
The Persuasive Paragraph***

# OBJECTIVES

By the end of this lesson, you should

- recognize and write thesis statements in persuasive writing
- be aware of some effective ways to develop an argument
- avoid faulty reasoning
- organize an argument for the greatest effect

## GLOSSARY

Refer to *ResourceLines 9/10*

**ad hominem** - referring to character and emotions rather than intellect, personal rather than objective

**anecdotes** - personal stories used to support development of topic or argument (pages 94, 161, and 164)

**circular argument** - adds nothing new to support argument; justifies a position by restating same concept (page 61)

**generalization** - a statement that is not specific but applies to the whole (page 61)

**non sequitur** - a conclusion that does not logically follow previous statements in the development of a particular perspective

**persuasive writing or persuasion** - the presentation of a logical and reasonable argument using facts or details to support opinion (page 111)

**relevant point or relevance** - the relation or contribution of supporting details to development of topic or argument (page 295)

**thesis** - a clear and concise statement presenting main idea and perspective in an essay (pages 60, 61, and 94)

## Overview



*You can catch more flies with honey than with vinegar* is advice you may have heard. What it means is that forms of persuasion can be effective and ineffective. This lesson involves effective ways of writing a persuasive paragraph, and you will learn about some of the pitfalls to avoid.

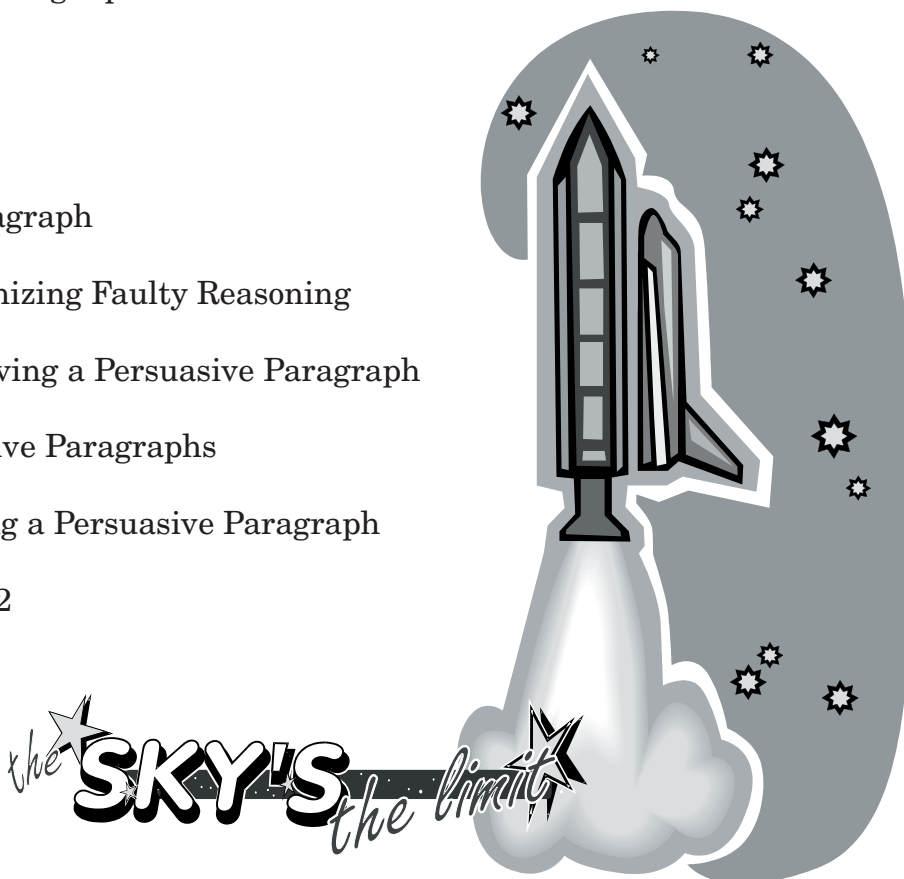
What is the purpose of persuasive writing? When you use persuasive writing, you are attempting to convince your reader that your opinion matters. You may also be trying to encourage your reader to take a specific action.

Think about what you find convincing. What can make you change your mind? What can persuade you to take an action you may have been reluctant to take? If you are like most people, a well-developed argument, backed up with reasons, facts, and examples, will persuade you. Of course, you are much too canny to fall for the faulty reasoning some people try to use in place of logic!

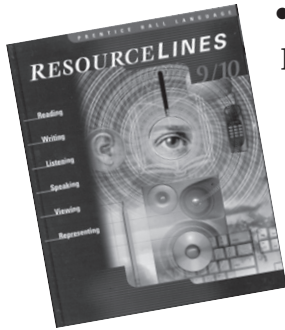
Similarly, your own arguments will be more successful when you use logical reasons, facts, and examples.

This lesson contains the following topics and activities:

- Glossary
- Overview
- Writing a Persuasive Paragraph
- Learning Check 1: Recognizing Faulty Reasoning
- Learning Check 2: Improving a Persuasive Paragraph
- An Organizer for Persuasive Paragraphs
- Learning Check 3: Writing a Persuasive Paragraph
- Summary of W1 - Lesson 2
- News, Clues, and Reviews



## Writing a Persuasive Paragraph



- Persuasive writing is a type of expository writing. Its purpose is to persuade or convince the reader about something. In other words, in a persuasive paragraph, you state your opinion on an idea or an issue and try to convince your reader to agree with your opinion. To do this, you must give reasons, facts, or examples that support your views.
- Read the section, “Argument and Persuasion,” on pages 93 to 98 of your text, *ResourceLines 9/10*.

### To summarize this section:

- Persuasive writing must have a clearly stated argument or thesis. If your reader does not know what point you are trying to make, you are unlikely to convince him or her of anything. Review the examples on pages 96 and 97. The theses of these selections are indicated for you.
- Provide the necessary background for your argument.
- Use facts, specific examples, reasons, and/or statistics to support your argument.
- Avoid faulty reasoning.
- Deal with any potential opposing arguments.
- Restate your argument and state the action you would like your reader to take, if any. (E.g., *vote for me on election day.*)
- An effective way to organize persuasive writing is to save your strongest argument or evidence for last. That is, the last point in the body of your writing should be the strongest one because this is what your reader will remember best. Following this, finishing with a strong, memorable closing, such as the one in the letter to the editor on page 97, adds to the effect.



## Learning Check 1: Recognizing Faulty Reasoning

First, review the Faulty Reasoning chart on page 95. Also, read pages 59-63, and note the “Errors in Reasoning” chart on pages 174 and 175. These readings contain additional information about persuasion and logic.

Read the following sample paragraph. Decide if any of the statements contain faulty reasoning. If so, write the number of the statement in the box beside the type of thinking error or logical flaw it contains. (Note: It is possible for a statement to fit into more than one category.) The first one is done for you. The number comes before each sentence, and the topic sentence and concluding sentence are not numbered.

There should be a curfew of 9:00 p.m. for young people under the age of sixteen. **(1)** Young people never get enough sleep these days, and if they had to be home by 9:00 p.m., they would get more sleep. **(2)** Also, young people get into trouble when they stay out late. **(3)** If they were home earlier, they would not be involved in mischief. **(4)** Criminals often commit crimes at night, so young people should not stay out late like criminals do. **(5)** If you are a teen who gets into trouble, you could not possibly understand the logic of having a curfew. **(6)** A curfew would be a good thing because it would make sure young people were home by a certain time. **(7)** The town’s star football player, Joe Jock, says that he thinks a curfew for young people is a good idea. **(8)** Young people would do better in school if they had a curfew. **(9)** If there was a curfew, fast food places and gas stations would not be able to hire young people for late evening work. **(10)** My cousin works at a fast food place, and he can be a bully sometimes. So, a 9:00 p.m. curfew for the young people of our town would solve many problems.



Ad hominem argument	<b>10</b>
Attacking the person	<b>5</b>
Begging the question	<b>1, 2</b>
Broad generalization (overgeneralization)	<b>1, 2</b>
Circular argument	<b>6</b>
Faulty comparison (inappropriate analogy)	<b>4</b>
Ignoring the real issue	<b>9</b>
Insufficient or misleading evidence	
Non sequitur (leap in logic)	<b>1, 3, 8</b>
Misplaced authority	<b>7</b>
Misusing statistics	

Now, fix the sample paragraph so that it contains effective arguments. (Note: you are not being asked to *agree* with this point-of-view, but you are simply to practice your persuasive writing skills to support this argument, whether or not you agree with it.) Many of the statements can be improved by adding more supporting details. If you are working in a classroom situation, your teacher may ask you to work with one or two other students to check one another's paragraphs for faulty reasoning.

***Improved paragraph:***

***There should be a curfew of 9:00 p.m. for young people under the age of sixteen. Many young people do not get enough sleep these days. While getting home by 9:00 p.m. would not guarantee they would go to bed earlier, it would at least increase the likelihood. The town's doctors, Dr. Allbetter and Dr. Ah are in favour of a curfew for this reason. Also, some young people get into trouble when they stay out late. Of course, people can get into trouble at any time of day, but it is easier to get into mischief under cover of darkness. Also, at home, young people are more likely to have adult supervision, so there would be less opportunity for mischief if there were a curfew. Finally, young people would probably do better in school if they had to observe a curfew. They would have more time for homework. Therefore, a 9:00 p.m. curfew for the young people of our town would solve many problems.***



## Learning Check 2: Improving a Persuasive Paragraph

Read the following persuasive paragraph. From the sentences listed below the paragraph, decide which one(s) should be added. Remember, you are aiming for coherence, unity, and emphasis as well as avoiding faulty logic. Also, decide which sentence(s) should be omitted.

The age at which a person can run for public election should be lowered to fifteen. Young people should have a voice in how our country is run. My brother would make an excellent politician because he is good at public speaking, and he likes to run things. Many decisions are made which affect us, and yet we do not have the opportunity to share in making those decisions. For example, our elected representatives decide how much federal money goes to support education. We are the main users of the educational system, and yet we have no input into the funding education receives. In recent years, class sizes have increased, and schools have had fewer upgrades. We are the ones who attend those classes and spend our days in those schools. We should have a voice. We should also have a voice in other issues that affect us directly, such as the youth justice system. Adults sometimes seem confused by how to prevent youth crime and how to rehabilitate young offenders. Well, why not give us a chance to be more involved in those decisions? With our input, the rate of youth crime will drop. Finally, even issues that do not affect us directly right now will affect us in the future. Therefore, we need to get involved and organize a movement to lobby for changes to the age restrictions for serving in public office.

1. If my brother were to run for office, I would vote for him for sure, and not just because he is my brother, but because he would be a good candidate.
2. We should definitely have a say in laws about protecting the environment because, in the future, we are the ones who are going to be most affected by the decisions made now.
3. I think the current government does a terrible job, and I think they should all be fired.

I would add sentence # 2 from the following list, because

***It does not use faulty logic, and it is on topic. It adds more explanation to the final point in the body of the paragraph.***

I would place it after this sentence:

***Finally, even issues that do not affect us directly right now will affect us in the future.***

On the lines below, write the sentence(s) that should be removed. Give a brief explanation for each. Then, rewrite the improved paragraph.

***My brother would make an excellent politician because he is good at public speaking, and he likes to run things.***

***(This sentence destroys the unity of the paragraph. It is off topic. It also is not a very effective point supporting why young people should be able to run for office.)***

***With our input, the rate of youth crime will drop.***

***(This is a non sequitur.)***

***The improved paragraph would read:***

***The age at which a person can run for public election should be lowered to fifteen. Young people should have a voice in how our country is run. Many decisions are made which affect us, and yet we do not have the opportunity to share in those decisions. For example, our elected representatives decide how much federal money goes to support education. We are the main users of the educational system, and yet we have no input into the funding education receives. In recent years class sizes have increased, and schools have had fewer upgrades. We are the ones who attend those classes and spend our days in those schools. We should have a voice. We should also have a voice in other issues that affect us directly, such as the youth justice system. Adults sometimes seem confused by how to prevent youth crime and how to rehabilitate young offenders. Why not give us a chance to be more involved in those decisions? Finally, even issues that do not affect us directly right now will affect us in the future. We should definitely have a say in laws about protecting the environment because, in the future, we are the ones who are going to be most affected by the decisions made now. Therefore, we need to get involved and organize a movement to lobby for changes to the age restrictions for serving in public office.***

## An Organizer for Persuasive Paragraphs

Here is an organizer you can use to develop your persuasive paragraphs clearly and effectively. An example of how to use the organizer is followed by a blank organizer for you to use.

Example of how to use the persuasive paragraph organizer:

**Topic Sentence:** State your opinion.

*Cats make the best pets.*

---

**Transition:**

*For one thing*

---

**Reason 1:** Give one reason you have this opinion or why others should agree with your opinion.

*Cats are quiet.*

---

**Explanation for Reason 1:** Add more details, examples, or explain your reason more fully.

*They meow or purr, but these are not loud sounds. A dog is much more likely to annoy the neighbours or even its owner with its barking.*

---

**Transition:**

*Another reason*

---

**Reason 2:** Give another reason.

*Cats are clean.*

---

**Explanation for Reason 2:**

*Cats wash themselves. There is no need to give them a bath. They do not smell. Also, they bury their own waste, so they are easy to clean up after.*

---

**Transition:**

*Finally, the main reason*

---

**Reason 3:** Give a third reason. This should be your strongest or “best” reason.

*Cats are loveable.*

---

**Explanation for Reason 3:**

*Nothing is more pleasant than sitting with a cuddly cat on your lap while  
watching television or reading.*

---

You can continue to add reasons and explanations, but be sure to stay on topic.

**Transition:**

*So*

---

**Concluding Sentence:** Restate your opinion and/or add a clincher.

*If you are looking for the “purrfect” pet, get a cat.*

---



Put it all together and make any necessary “fixes” so that you have good sentences:

*Cats make the best pets. For one thing, cats are quiet. They meow or purr, but these  
are not loud sounds. A dog is much more likely to annoy the neighbours, or even its  
owner, with its barking. Another reason cats make good pets is they are clean.*

---

*Cats wash themselves. There is no need to give them a bath. They do not smell. Also,  
they bury their own waste, so they are easy to clean up after. Finally, the main reason  
cats are good pets is they are loveable. Nothing is more pleasant than  
sitting with a cuddly cat on your lap while watching television or reading. So, if  
you are looking for the “purrfect” pet, get a cat.*

---

## Persuasive Paragraph Organizer

**Topic Sentence:** State your opinion.

---

---

**Transition:**

---

**Reason 1:** Give one reason you have this opinion or why others should agree with your opinion.

---

---

---

**Explanation for Reason 1:** Add more details, examples, or explain your reason more fully.

---

---

---

---

**Transition:**

---

**Reason 2:** Give another reason.

---

---

---

**Explanation for Reason 2:**

---

---

---

---

**Transition:**

---

**Reason 3:** Give a third reason. This should be your strongest or “most compelling” reason.

---

---

---

**Explanation for Reason 3:**

---

---

---

---

You can continue to add reasons and explanations, but be sure to stay on topic.

**Transition:**

---

**Concluding Sentence:** Restate your opinion and/or add a clincher.

---

---

---

Put it all together and make any necessary “fixes” so that you have good sentences.

[illegible]



## Learning Check 3: Writing a Persuasive Paragraph

1. Select one of the following issues on page 98 of *ResourceLines 9/10*.
2. List at least three reasons or facts that support your argument. Identify at least one opposing argument that you will disprove. Decide which of your supporting points is strongest.
3. Use the Persuasive Paragraph Organizer to help plan your paragraph.
4. Write a persuasive paragraph about the issue you chose. Your paragraph should be 150 to 300 words long. Arrange your sentences in a logical and effective order with a clear topic and a closing sentence.
5. Develop a clearly stated thesis. Use an effective closing.
6. Be sure you use appropriate transitions to help your paragraph flow smoothly.
7. Vary the length and type of sentences you use. Be careful that all of your sentences do not begin the same way.
8. Give your paragraph a suitable and interesting title.
9. Proofread and correct your paragraph.

***The teacher will decide whether students will evaluate their own paragraphs, work with partners to evaluate one another's paragraphs, or submit their paragraphs for evaluation by the teacher.***

***A suggested method for evaluating this paragraph follows.***

***Clear topic sentence that expresses the main idea*** ***2 marks***

***Adequate development of the argument or opinion  
(using good logic and avoiding faulty logic)*** ***5 marks***

***clear concluding sentence/clincher*** ***2 marks***

***coherence, unity, and emphasis*** ***3 marks***

***correct spelling, grammar, and punctuation*** ***3 marks***

***Total: 15 marks***

[illegible]

## Summary of W1 - Lesson 2

- The purpose of persuasive writing is to convince the reader that an idea or opinion is true or correct.
- A persuasive paragraph must have a thesis statement, which is a topic sentence that states the argument or opinion.
- The supporting details in a persuasive paragraph should give reasons and examples to support or prove the thesis statement.
- The strongest supporting detail should be presented last.
- Avoid faulty logic.
- End with a memorable point or an action for the reader to take.



## News, Clues, and Reviews

### News

Extra! Extra! Here are three new ideas I learned in this lesson:



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Clues

Here is a question or an example I thought of for each of the above ideas. When I thought of a question, I tried to find the answer, and I wrote it below the question:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Reviews

Use the notes you made on this page to help you review for tests.

