

# English 10

---

October 17<sup>th</sup>

# *Argumentative Essay #1*

- I can use a process to generate a well-organized, well written and well thought essay

# Warm-up

Finish your prompt analysis from yesterday:

- What is the topic for this essay?
- For whom are you writing?
- What concepts must appear in your essay in order for it to be successful (based on the prompt)?
- What is the central question that your claim (and eventually your thesis) must address based on this prompt?

Have this out and ready for me to stamp when you have it completed.  
Must be written in complete sentences.

# Review Step #1: Analyze the Prompt

- What is the topic for this essay?
- For whom are you writing?
- What concepts must appear in your essay in order for it to be successful (based on the prompt)?
- What is the central question that your claim (and eventually your thesis) must address based on this prompt?

# The Essay Process

1. **Analyze** the prompt. ✓
2. **Brainstorm** possible claims and evidence that matches those claims
3. **Discuss** your claims and evidence.
4. **Create** an initial **claim statement (thesis)**
5. **Organize** the evidence and support for that claim statement.
6. **Write** a clear thesis statement based on your claim statement. (check and share)
7. **Identify** primary counter-claims to your thesis statement.
8. **Write** your introductory paragraph. (Draft)
9. **Write** a counter-claim (antithesis) paragraph. (Draft)
10. **Write** at least two supporting paragraphs. (Draft)
11. **Write** a concluding paragraph. (Draft)
12. **Revise** your essay for ideas, transitions, and fluency.
13. **Edit** your essay for grammar, usage, mechanics, spelling and format.

# Essay Prompt

In the class readings and discussion, the class has discovered that there is a clear relationship between **poverty and education**. The class further discovered that there is a clear **achievement gap** between students who come from economically advantaged homes compared to students from economically disadvantage homes. In a well-organized letter, write an argument designed to convince your **principal** to **change something about your school that would reduce this achievement gap**. Make sure that your solutions are reasonable and realistic in nature.

## Step 2: Brainstorm

Talk to a partner and explain

- what brainstorming is
- how you do it
- why it is important.

## Step 2: Brainstorm Methods

There are many ways to brainstorm.

## Step 2: Brainstorm Methods

### Freewriting

Write. You don't know what to write?  
Then write that. Just write!

This helps get your mind working and  
hopefully ideas start to come out.

# Step 2: Brainstorm Methods

## Mind Mapping

Visual map of ideas.



## Step 2: Brainstorm Methods

### Listing

Write a list of ideas. Figure out what you need to communicate and write a list of all possibilities.

## Step 2: Brainstorm Methods

For this essay, we need to come up with ideas for our claim. Remember, the claim is what we will be trying to convince our audience (Principal LeRoy) of by providing evidence. We are trying to get Principal LeRoy to do something to reduce the achievement gap at McKay.

Let's go with listing for this essay.

## Step 2: Brainstorm Claims

Brainstorm as many ideas that finish this sentence:

To help reduce the achievement gap at McKay high school, Principal LeRoy should...

Don't write the sentence above, just list as many ways you can think of to finish the sentence.

**To help reduce the achievement gap at McKay high school, Principal LeRoy should...**

- 1. Perform brain surgery on students to make them smarter.**
- 2. Hire celebrities to be teachers so struggling students will pay more attention in class.**
- 3. Stop testing all students so we won't know if there is an achievement gap.**

## Step 2: Brainstorm Claims

Brainstorm as many ideas that finish this sentence:

To help reduce the achievement gap at McKay high school, Principal LeRoy should...

We will spend 10 minutes brainstorming as many claims as we can.

You should have at least 10 ideas.