Argument Essay Assignment - English 9
Mrs. Gillette - 2021

For the last few weeks we have read and identified the elements of a strong argument. Now you will be given several topics to choose from and read up on in order to inform yourself of the facts. CHOOSE ONE TOPIC TO WRITE ABOUT. Remember, even if you have a strong opinion, your argument must be backed up by evidence in order to strengthen your claim. Follow the Schedule in order to best complete this assignment.

DAY 1: Read through the entire packet and ANNOTATE. Make note of DUE DATES. Think about which TOPIC you might want to write about.

DAY 2: Begin researching your topic by reading and ANNOTATING the articles provided in the links. Read as many sources as it takes until you find 2 that strongly support your claim, and 1 that supports the opposing viewpoint (counter claim). Write down those sources on your WORKS CITED page AND on your Essay Planner.

Day 3: Write your CLAIM - what side of the argument do you stand on and develop your thesis. Now begin to develop your Intro Paragraph. Work on an interesting HOOK.

Day 4: Now you are ready to formulate your essay. Decide which evidence you will include in your essay to support your claim. Complete your Essay Planner and hand it in to Mrs. G for approval. Once Approved, you may complete your essay.

Day 5: Go to Office 365 - Microsoft Word Online, and Choose MLA Style Paper at the Top. That is the format you want for your entire paper. ☝️ Proofread your essay before you hand it in. Be sure you have a WORKS CITED PAGE included as the last page of your essay.

*** Hand it in Through TEAMS in ASSIGNMENTS by the end of today.
**The Argument Essay - English 9**

For this assignment you will choose one of the topics listed below that you can take a stand on. Choose **2 (TWO) articles** that support your position and **1 article** that supports a counter claim (the other side of the argument). Decide on the most compelling evidence and write a 5 paragraph essay using that evidence to support your claim. Also provide a counter claim in one paragraph. **This essay must cite your evidence using PARENTHELETICAL CITATIONS in MLA FORMAT. You must also include a WORKS CITED PAGE.**

**HOOK/CLAIM - EVIDENCE W/ CITATIONS - COUNTERCLAIM - WORKS CITED PAGE**

**GUIDELINES:**

- Heading on each page of your paper is in upper right hand corner, Last name Page #
- Entire paper should be double spaced, 12 pt font
- Choose a title and center it on first page, italicize, 12 pt font (Do not Underline)
- Indent each paragraph 5 spaces
- State your claim in the Introductory paragraph and take a stand, “College tuition is not worth the cost.”
- Be sure to include the texts you will refer to in your intro paragraph, According to the articles, “Is College Worth It?” by David McBride and “Without a Degree” by Lisa Lowe, college tuition has gotten out of hand and a degree is no longer necessary to succeed.
- Provide a Counter Claim in one paragraph stating briefly the other side of the argument, “Although it is possible to succeed without spending a fortune on a college education, many professions still require a college degree.”
- Provide a Separate WORKS CITED page in MLA Format that lists your sources.

**Argumentative Essay Topics - English 9**

**Topic 1:** Is Remote Learning Beneficial or Harmful to Your Education?

**Topic 2:** Do We Have a Responsibility to other People?

**Topic 3:** Are teens more stressed out than ever?

**Topic 4:** What is the biggest Threat to our Planet?

**Topic 5:** Do Video Games cause an increase in Social Violence?

***You will have time to work on these in class and you should bring in your device each day if you have one available– Your Final Essay, Typed, Double Spaced, 12 pt font with a WORKS CITED page will count as an Exam Grade.***
Evidence. Your Claim Must Be Supported By Evidence

Types of Evidence
When you’re making a point to support your argument, you need evidence to back that point up. When you find that evidence and place it in your paper, you need to cite your source — give credit to the author. (Jones 4).

FACTS: A 2014 study by the Economic Policy Institute estimated that people with four-year college degrees earned 98 percent more per hour than those who did not finish college (Jones 4).

ANECDOTES: Colleen Conroy took a gap year and discovered her true passion was for writing, not geology, so she switched her major and had a successful academic career (McBride 2).

EXAMPLES: To become a web designer, real estate agent, or chef, you don’t have to have a college degree, but having a degree won’t prevent you from getting any of those jobs. On the other hand, you can’t become a teacher, an accountant, a doctor, or an engineer without a degree.

QUOTES: According to Conroy, “Now, as a junior, I am happier than ever. I am stimulated by my academic work and enthusiastic about my growth as a writer.”

SCENARIOS: (What Ifs) Suppose you got a 40-hour-per-week job that paid $10 per hour. Over the course of one year, that’s a total of $19,200. If you could save half — $9,600 — that could pay for a year of in-state tuition at many public 4-year colleges.

CHOOSING THE RIGHT EVIDENCE: When choosing evidence to support your argument, look for evidence that is relevant, sufficient, and credible.

Relevant means it actually supports the argument you’re trying to make. Evidence that is not relevant may still be on the same topic, but it doesn’t prove the point you’re making.

Sufficient means there’s enough evidence to support the argument. You might provide some fact or story that proves your point, but if it’s only a small sample, it won’t be very convincing.

Credible means the evidence comes from a reliable, unbiased source.

**You must read and understand the evidence. Choose 2 articles that support your claim and decide on the most credible points in those articles to include in your essay. Begin to develop your thesis and add your information to your Essay Planner. Choose 1 Article that supports the other side of the argument. Add that information to the Essay Planner. Have the Essay Planner Checked by Mrs. G BEFORE PROCEEDING.
The Hook

1. Start with a DECLARATION: A factory is no place for a child.
2. Start with a fact or statistic: 146 people died in the Triangle Shirtwaist Factory.
3. Start with a metaphor or simile: Industrial Revolution factories were like a disease.
4. The story hook: Tell a short anecdote about your character.

Rose Nolan came to America with a dream in her heart. When she stepped foot on Ellis Island, little did she know what the coming months would hold.

The description hook: The machines roared. The air was thick with dust. Children choked on the lint filling their lungs.

The Thesis Statement

A thesis statement is a sentence in which you state your main argument CLAIM and a brief description of how you will prove it.

Factories should never be allowed to hire minor children as workers in order to make a profit because it is much too risky.

**IMPORTANT.**

**Your Thesis Statement Should State Your Claim on one side of the Argument or the Other.** You should not waiver or Fence Sit – Don’t say, “Some say it’s important to go to college but others believe you can succeed without the high cost of a degree.” In your THESIS – there is time for that in the COUNTER ARGUMENT, but your THESIS STATEMENT should be a strong statement of belief. “A College degree is no longer worth the money” OR “Despite the high cost, a college degree is necessary if you want to succeed in the professional world.”
### The Essay Planner

**The Essay Planner:** This is DUE to MRS. G before you begin writing your essay

#### The Introduction

**Hook the Reader:**

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

**Claim/Thesis:**

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

#### Topic Sentence For 1st Body Paragraph:

______________________________________________________________________
______________________________________________________________________

**Source #1:**

______________________________________________________________________

**Evidence To Support the Claim: (don’t forget citations)**

______________________________________________________________________
______________________________________________________________________

**Evidence To Support the Claim: (don’t forget citations)**

______________________________________________________________________

**Summarize the Paragraph/Info in your own Words (Last Sentence):**

______________________________________________________________________
Source #2:

Topic Sentence For 2nd Body Paragraph:

Evidence To Support the Claim: (don’t forget citations)

Evidence To Support the Claim: (don’t forget citations)

Summarize the Paragraph/Info in your own Words (Last Sentence):

Source #3:

COUNTER CLAIM:

CONCLUSION:
WORKS CITED

All of your sources listed in MLA format, alphabetical order according to last name of author, double spaced, with hanging indent. NOODLETOOLS.COM
Writing a Winning Argument: Model Essay

One hundred forty six dead, at what cost? In the novel Uprising by Margaret Peterson Haddix, young girls like Bella and Yetta worked in factories for little pay. Girls threw away their childhoods to earn money for their poor families overseas. The factories were dirty and dangerous. Should young girls work in factories and risk their own lives to save their families? Although the girls are desperate for money and feel that working in a dangerous factory is their only hope, the risks do not outweigh the benefits. Children should not be allowed to work in factories during the Industrial Revolution. The environment is unsafe and the workers are often mistreated.

During the Industrial Revolution, young factory workers were toiling away in unsafe environments. In New York City’s Triangle Shirtwaist Factory, the cutters were smoking when ashes fell from their cigarettes and swallowed the shirtwaists in flames, eventually engulfing the whole ninth floor. During the fire, people were running to the fire escape. Girls were on the fire escape, running down the stairs to the ground “and in that moment, the fire escape just... fell away” (289). Bella and Jane were crawling out of the window onto the fire escape as it fell away. They managed to save themselves and get back into the window, but the girls on the escape fell to the ground and died. Had the fire escape been more stable and safe those girls and more could have escaped the fire. Meanwhile, Yetta and Jacob were trying to help girls open the door to the stairs that led to the ground, but “the knob didn’t budge. ‘This one is locked!’” (294). The door had been locked because the shop owner and overseers didn’t want the workers stealing shirtwaists. If the door had been unlocked more girls would have gotten out of the building. More girls would have been saved--girls like Yetta. The shop owners did not take the girls safety into precaution when they locked doors to prevent theft or failed to maintain fire escapes. If the fire escape were more stable, girls could have climbed to the ground. If the door was unlocked, more people could have ran down the stairs to safety. Working in a building with hazardous conditions is not worth any amount of money.

Beyond the danger of the factories themselves, girls were also often mistreated by the shop owners, overseers, and guards. In the novel Uprising, Bella was working and saw other girls getting up for lunch. She got up as well and was turned down: “Oh, no, no, no, no, no! You do not get a lunch break, you lazy girl... You sit right there and keep working until you’re done!” (22). Bella had been working hard and was looking forward to lunch. She was hungry and needed a break from working for a little bit. Mr. Carlotti, one of the overseers, would not let her have lunch. Production of shirtwaists was more important to the owners than human rights. They were known to set the clocks back so they didn’t have to pay the girls for working extra hours: “I think they set the clocks back again,” the girl beside her muttered. ‘It’s got to be past quitting time” (269). The girls were being forced to work long hours without extra pay. Overall, the girls were not respected. Beyond the long hours, the girls were treated like criminals. Owners thought that the girls might steal shirtwaists, so they hired guards to check them as they left work: “The guard began sliding his hands along her sleeves, then reaching for her waist”(49-50). Workers were violated and left feeling confused and dehumanized. Working in an Industrial Revolution factory often left young girls vulnerable to preying bosses. Children should never be forced to endure such toxic mistreatment.

Many families believed that they would have perished during this time if it weren’t for the contributions of their youngest members. Children were a valuable resource to many suffering families as well as businesses that needed to get up on their feet when the industry boom began. The risks and dangers, however, were not worth the lives of these children.

The girls of the Industrial Revolution were often sent to work in factories to support suffering families. They were often a family’s only hope. However, the dangerous work environment and mistreatment at the hands of their bosses made working in factories unbearable and sometimes deadly. The girls were in unsafe environments where the fire escape was unstable, and they were locked in the building. Overseers and bosses in the factory mistreated them by denying their lunch privilege, forcing them to work extended hours with no pay, and touching them inappropriately. Girls working in factories during the Revolution were just trying to make money to keep their families alive, and they had to risk their lives to save their own flesh and blood. The risk of working in these factories was not worth the small reward.
### Winning **ARGUMENT** Rubric

**Criteria**

<table>
<thead>
<tr>
<th>5: Mastery</th>
<th>4: Very Good</th>
<th>3: Almost There</th>
<th>2: Developing</th>
<th>1: Needs Improvement</th>
</tr>
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<tbody>
<tr>
<td><strong>CONTENT AND ANALYSIS:</strong> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts</td>
<td>— clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose — states a clear and convincing claim - acknowledge the counterclaim in a way that strengthens the original argument — demonstrate insightful analysis of the text(s)</td>
<td>— clearly introduce a topic in a manner that follows from the task and purpose — states a clear claim - acknowledge the counterclaim in a way that doesn’t take away from original argument — demonstrate grade-appropriate analysis of the text(s)</td>
<td>— introduce a topic in a manner that follows generally from the task and purpose — states a claim - acknowledge the counterclaim, but might confuse the original argument — demonstrate a literal comprehension of the text(s)</td>
<td>— introduce a topic in a manner that does not logically follow from the task and purpose — claim is basic or unclear - fails to acknowledge the counterclaim clearly — demonstrate little understanding of the text(s)</td>
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<tr>
<td><strong>COMMAND OF EVIDENCE:</strong> the extent to which the essay presents evidence from the provided texts to support analysis and reflection &amp; follows proper MLA citation format</td>
<td>— develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) and/or from your life — sustain the use of varied, relevant evidence using MLA format &amp; no errors in citations</td>
<td>— develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) and/or from your life — sustain the use of relevant evidence, using MLA format with minor citation errors</td>
<td>— partially develop the topic of the essay with the use of some textual evidence and/or personal examples, some of which may be irrelevant — use relevant evidence with inconsistency OR several errors in citation format</td>
<td>— demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant. MLA Citation format not followed</td>
</tr>
<tr>
<td><strong>COHERENCE, ORGANIZATION, AND STYLE:</strong> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</td>
<td>— exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning — establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice — provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</td>
<td>— exhibit clear organization, with the use of appropriate transitions to create a unified whole — establish and maintain a formal style using precise language and domain-specific vocabulary — provide a concluding statement or section that follows from the topic and information presented</td>
<td>— exhibit some attempt at organization, with inconsistent use of transitions — establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary — provide a concluding statement or section that follows generally from the topic and information presented</td>
<td>— exhibit little attempt at organization, or attempts to organize are irrelevant to the task — lack a formal style, using language that is imprecise or inappropriate for the text(s) and task — provide a concluding statement or section that is illogical or unrelated to the topic and information presented</td>
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<td><strong>CONTROL OF CONVENTIONS:</strong> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td>— demonstrate grade-appropriate command of conventions, with few errors</td>
<td>— demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
<td>— demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
<td>— demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
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**Your Turn:** Practice using this rubric by grading the model essay. Later, use this rubric to self assess before handing in your final essay.