

High School Argumentative Essay Writing Packet

Instructions: After reading a novel or any other text, have students use their notes to make the essay part easier and faster to complete. Give students a packet where each page consists of one essay paragraph: The introduction format is on one page, first body paragraph is on the next page, and so on. For high school writing levels, you can add more boxes for more components of an essay, such as identifying and explaining the opposing view. For students who need extra time, set the expectation of only completing one page or paragraph each day, unless you have block classes. With student writers who really struggle, instruct them in one or two parts of the paragraph; don't move on until they have completed them. Then, turn them loose to finish the remaining content for that paragraph. When students finish the conclusion page, congratulate them on writing an entire essay, because all they have to do now is copy each sentence from their packet, word for word, into paragraph form on lined paper (or typed), and then it's ready to be turned in. They are usually shocked that the process was that easy!

Prompt:

Should students' cell phones be locked up in mesh pouches during the school day?

Introduction Paragraph

Each of these boxes make up a piece (sentence) of your introduction paragraph! Remember, **do NOT use** the words *I, me, my, or you*. Write in third person.

<p>Part 1: Hook</p>	<ul style="list-style-type: none"> • Attention grabber, gets the reader's interest • Possible options include: <ul style="list-style-type: none"> ▸ Tell a story. ▸ Choose a quote from an article. ▸ Use a thinker statement. ▸ Use a cliffhanger (stay away from asking a question because this writing is at a higher level than middle school).
<p>Write your hook here:</p>	

Part 2: Summary of the chosen issue	Give the audience the foundation of the argument. Introduce the issue at hand, explain both sides of the issue, and include anything else the audience needs to know to understand the issue you are writing about.
Write your summary here:	
Part 3: Thesis statement	State the claim in your own words (tell the reader which side you're on and the three points you will be writing about).
Write your thesis statement here:	

Body Paragraph 1: First Claim

Complete the following chart to have every aspect of your body paragraph. **If you choose to add more than one piece of evidence, it must be followed with reasoning.** When you write them together, you will have your first body paragraph!

Claim	Hint: In one sentence, explain that cell phones should or shouldn't be locked up during the school day.	
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Evidence	<p>Hint: The quote must PROVE the claim. Remember to include who said the quote (not it), the article title, and then the quote.</p> <p>Use phrases like:</p> <ul style="list-style-type: none"> • According to the article . . . • One example includes . . . • For instance . . . • For example. . . <p>DON'T use the words: "This quote proves . . ."</p>	
Reasoning	<p>Hint: This is the MOST important part! Explain HOW the evidence proves that cell phones should or shouldn't be locked up during the school day.</p> <p>Use phrases like:</p> <ul style="list-style-type: none"> • Clearly . . . • The impact of . . . • The effect of . . . 	

<p>Transition to the next paragraph</p>	<p>Hint: Use transition words to introduce how locking up or not locking up student cell phones helps your next claim.</p>	
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Body Paragraph 2: Second Claim

Complete the following chart to have every aspect of your body paragraph. **If you choose to add more than one piece of evidence, it must be followed with reasoning.** When you write them together, you will have your second body paragraph!

<p>Claim</p>	<p>Hint: In one sentence, explain that cell phones should or shouldn't be locked up during the school day.</p>	
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<p>Evidence</p>	<p>Hint: The quote must PROVE the claim. Remember to include who said the quote (not it), the page number, and then the quote.</p> <p>Use phrases like:</p> <ul style="list-style-type: none"> • According to the text . . . • One example includes . . . • For instance . . . • For example . . . <p>DON'T use the words: "This quote proves . . ."</p>	
<p>Reasoning</p>	<p>Hint: This is the MOST important part! Explain HOW the evidence proves that cell phones should or shouldn't be locked up during the school day.</p> <p>Use phrases like:</p> <ul style="list-style-type: none"> • Clearly . . . • The article's facts . . . • The impact of . . . • The effect of . . . 	

<p>Transition to the next paragraph</p>	<p>Hint: Use transition words to introduce how locking up or not locking up student cell phones helps your next claim.</p>	
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Body Paragraph 3: Final Claim

Complete the following chart to have every aspect of your body paragraph. **If you choose to add more than one piece of evidence, it must be followed with reasoning.** When you write them together, you will have one body paragraph!

<p>Claim</p>	<p>Hint: In one sentence, explain that cell phones should or shouldn't be locked up during the school day.</p> <p>If you want to discuss why some people may believe the opposite is true, use this CER paragraph to write about the opposing view.</p>	
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Evidence	<p>Hint: The quote must PROVE the claim. Remember to include who said the quote (not it), the page number, and then the quote.</p> <p>Use phrases like:</p> <ul style="list-style-type: none"> • According to the text . . . • One example includes . . . • For instance . . . • For example . . . 	
Reasoning	<p>Hint: This is the MOST important part! Explain HOW the evidence proves that cell phones should or shouldn't be locked up during the school day.</p> <p>Use phrases like:</p> <ul style="list-style-type: none"> • Clearly . . . • The author's name . . . • The impact of . . . • The effect of . . . <p>DON'T use the words: "This quote proves . . ."</p>	

Conclusion	Hint: Use transition words to wrap up how locking up or not locking up student cell phones helps the claim.	
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Conclusion Paragraph

Each of these parts make up your conclusion! Write each of them together, **ONLY** indent part 1, then write the rest of the sentences behind it into one conclusion paragraph.

Part 1: Restate the argument	Restate the argument in NEW words or flip it. Feel free to use Google (sites like WordHippo) to look up another word that means the same thing!
Write your restated argument here:	

<p>Part 2: Restate the thesis statement</p>	<p>Restate the thesis statement in NEW words or flip it. (What were the points you proved?)</p>
<p>Write your restated thesis statement here:</p>	
<p>Part 3: Conclusion statement</p>	<p>Leave an impression! End STRONG!</p> <p>Possible options include:</p> <ul style="list-style-type: none"> • Convince your readers. • Summarize your proof. • Choose a thinker statement. • Choose a quote that can support, show, or demonstrate the locking up or not locking up of cell phones impact on others.
<p>Write your conclusion statement here:</p>	