



Name _____

Period _____ Date _____

Writer's Notebook

Step 1: After reading and discussing the Children's Bill of Rights, what issues are related to those *articles*? **Brainstorm** them below.

E.g., child marriage, child labor laws, education

Step 2: Choose 2 issues you feel are important from the box above. Why are they important to you? Which are you more interested in?

#1

#2

Children Have the Right to ...
Common Assignment 3



Step 3: NOW CHOOSE JUST ONE! This will be your topic for your argumentation. Write your argument topic in the form of a **question** here. E.g., “Should children have unlimited access to the internet?” **Do not choose your side yet!**

Step 4: Generate 10 questions you or your audience might have about that issue or topic. These questions will drive your research. Please note your questions on the **3-column guide** your teacher provides.

Step 5: Research credible sources to find the answers to your questions. Take notes on your 3-column guide. Remember to collect evidence in the form of **facts, expert opinions, and anecdotes.**

Be sure to LIST any resources you use, so you can create a **works cited page.** Use the **Research Guide at the end of this packet to help you know what to write down.**

Children Have the Right to ...
Common Assignment 3



Step 6: After researching your topic, use your research notes to complete the T-chart below. **List reasons/evidence** for both sides of the issue.

Copy your question from Step 3 here:

People who say “yes” give these reasons and evidence:	People who say “no” give these reasons and evidence:

Step 7: Okay, now is the moment you have been waiting for ... Consider the evidence you have found in research and choose the side you want to argue in your essay. Write your **claim** here.

Children Have the Right to ...
Common Assignment 3



Step 8: Go back to your T-chart in Step 6 and identify the three best reasons/evidence for your side. **Circle them.** These will become your evidence for your body paragraphs. **Choose one reason/evidence from the opposing side** that you may be able to acknowledge. Circle it. Keep this point in mind to acknowledge the opposing view in your essay.

Step 9: Now we are going to put it all together! Use the **outline** provided to organize your thoughts and create **a plan** for your essay.

Step 10: Write a complete rough draft of your essay.

Step 11: Check your draft for **text citations**. Add more if needed and make sure those citations you have are in the correct format. Create your **works cited page** to go at the end of your essay.

Step 12: Using the **revising sheet** provided and the task rubric, reflect on your work and identify the required components of your essay. Share your essay with at least one classmate and an adult as well. **Collect their signature below.**

We have read _____'s essay and have assisted in giving feedback.

X _____

X _____

X _____

Step 13: Take the feedback from your peers and make revisions to your work. You may need to write a “second draft.” Once again, use your **revising guide and your task rubric** to improve your work. Be sure to check your work at this time for proper conventions.

Step 14: Publish a final copy of your work. (Teachers will describe the expectations for your final draft here.)



Name _____ Period _____

Research Guide

Questions about my topic Topic:	Information that answers my questions (facts, anecdotes, expert opinions)	Source of the information (Web: URL and date visited, author if available; Text: Title, ISBN, author, publisher, date)
1.		
2.		
3.		
4.		
5.		

Children Have the Right to ...
Common Assignment 3



6.		
7.		
8.		
9.		
10.		



Name _____
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Argumentation Essay

Introduction

Attention Getter (interesting quote, definition, description, anecdote related to the issue or topic)

Background Information (What is the issue? Briefly present a summary of both sides.)

CLAIM/Thesis statement (What do you plan to prove or explain in your essay?)

Conclusion

Concluding transition and restate thesis

Summarize main ideas

What do you want your readers to continue to think about or do?



Body 1

Transition and Reason 1

Explain, example, elaboration

Explain, example, elaboration

Body 2

Transition and Reason 2

Explain, example, elaboration

Explain, example, elaboration



Body 3

Transition and acknowledge opposing view

Explain, example, elaboration

Explain, example, elaboration

Body 4

Transition and Reason 3

Explain, example, elaboration

Explain, example, elaboration