

WALT choose 3 main points to support our position and link these in our writing

WASW we have:

- a new paragraph for each point
- have included transition words to link our paragraphs
- have begun each paragraph with a topic sentence
- Use the TEEL method (Topic sentence, Explain, Example, Last or Linking sentence.)

So...

In your introduction you stated your position, and briefly and clearly explained your 3 main arguments (these are your sub topics).

You will then put each of these 3 arguments into 3 separate paragraphs.

### First Body Paragraph

Begin the paragraph with a topic sentence that clearly states your first main point.

For example...

*First of all, students should not wear uniforms because it takes away a students sense of individuality.*

You have now stated your first main argument, you must provide specific explanation and supporting examples

### Specific Supporting Examples

- Support you topic sentence with specific (not general) examples and details
- Include explanations about how your examples support the topic sentence
- Address the opposing argument. Why it is wrong or why your idea is better?

Example...

First of all, students should not wear uniforms because it takes away a students sense of individuality. *Imagine this: thirty students sit in desks in a small classroom. Each student wears tan pants and a white shirt. They sit with their school books and papers in front of them. They all look exactly alike. Does this seem right? Of course not! We are all individuals! We are unique in many different ways. Why try to make students look alike? This idea is supported by testimony from a 17 year old student forced to wear uniforms. Her story was reported in National Catholic Reporter of March 2002, and she said, "Everyone hated it. It completely killed any sense of individuality any one of us had. Everyone looked the same. It was sad to watch." Clearly, students with experience in wearing uniforms feel that they take away a sense of individuality.*

### Common Transition Words

- . First,...
- . Furthermore,...
- . Another...
- . Besides...
- . Although...
- . Consequently,...
- . Additionally,...
- . Next,...
- . In addition to...
- . Instead of...
- . Rather than...
- . Similarly,...
- . Therefore...
- . On the other hand,...
- . However,...
- . Finally,...

Second Body Paragraph  
Topic Sentence

The topic sentence that clearly states your second main point should be at the very beginning of the paragraph.

Example...

*Secondly, teenagers are at an age where they are trying to establish their identity.*

## Second Body Paragraph Specific Supporting Examples

- . Support your topic sentence with specific (not general) examples and details
- . Include explanations about *how* your examples support the topic sentence
- . Address the opposing argument: Explain why it is wrong or why your idea is better

Example...

Secondly, teenagers are at an age where they are trying to establish their identity. *Is it fair to prevent students from exploring self-expression by making them wear uniforms? By taking away a student's right to choose what to wear, we also take away the opportunity to express oneself. For example, if a young woman is very interested in becoming a fashion designer, she may begin to take home economic classes and train herself to make clothes and create patterns. She would definitely want to wear her own creations to school; this would allow her to show off her achievements and gauge her peers' responses to her newly created clothes. However, if she were a student who was forced to wear uniforms, she would not express herself in this manner.*

### Third Body Paragraph Topic Sentence

The topic sentence that clearly states your third (and last) point should be at the very beginning of the paragraph.

Example...

*Finally, some schools tell parents that uniforms are a good idea because they save families money. This is not necessarily true.*



## Third Body Paragraph Specific Supporting Examples

- . Support your topic sentence with specific (not general) examples and details
- . Include explanations about *how* your examples support the topic sentence
- . Address the opposing argument: Explain why it is wrong or why your idea is better

Example...

Finally, some schools tell parents that uniforms are a good idea because they save families money. This is not necessarily true. *It is logical to say that when teenagers come home from school, they want to change out of the clothes that they were forced to wear to school. Well, what are they going to change into? They will want clothes of their own choice, of course. This means that parents would still have to provide their children with clothes that fit current trends, plus they would have to buy a separate set of clothes for their children to wear to school each day. While it is possible that some teenagers may not want designer clothes in addition to their school uniforms, it is very unlikely.*

## Follow Up Activity...

In our last session you wrote an introduction based on your chosen topic. Here you included your 3 main arguments which supported your opinion.

Write 3 paragraphs, one for each argument. Remember to think about the following:

- . Transition sentence/words
- . Topic sentence
- . Specific supporting detail and examples

Bibliography

[http://www.slideshare.net/mrs\\_cheney/persuasive-essay-8th-grade-presentation-750361](http://www.slideshare.net/mrs_cheney/persuasive-essay-8th-grade-presentation-750361)