

Persuasive/Argument Essay

You will be writing a persuasive/argument essay in the computer lab. It needs to have claims (assertions or beliefs) and supports (evidence, quotes, facts, etc...) to hold up the claims. You must use at least two (2) pieces of support from the passage "Uniform Style" in Elements of Literature (and it is attached to this document).

Prompt:

Your school is wondering if they should use School Uniforms next year. Should your school have Uniforms?

(This is not actually happening, but pretend it is for this prompt.)

Essay Outline

- I. Introduce the topic. Have a thesis statement that tells the reader your opinion.
- II. Claim #1- your first reason for or against uniforms. Back up your claim with support from the text.
- III. Claim #2- your second reason for or against uniforms. Back up your claim with support from the text.
- IV. Claim #3- your third reason for or against uniforms. Back up your claim with support from the text.
- V. Conclusion. This is a "Call to Action." Tell your reader what you want them to do. Restate your claims and your thesis.

Scale

4	Student wrote an exceptionally clear argument with many valid reasons and at least three pieces of evidence from the text. It is organized in the correct way. Claims are supported with many relevant reasons and direct quotes or facts from the text provided. They establish and maintain a formal style which has five well-constructed paragraphs. They wrote a "Call to Action" that is unique and original and a satisfying concluding statement. This paper is "above and beyond" and original, unique, and provides a fresh take on the topic.
3	Student wrote a clear argument with reasons and at least two pieces of evidence from the text. It is organized in the correct way. Claims are supported with relevant reasons and direct quotes or facts from the text provided. They establish and maintain a formal style which has five well-constructed paragraphs. They wrote a "Call to Action" and a satisfying concluding statement.
2	Student wrote an argument with some reasons and at least one piece of evidence from the text. It is somewhat organized with mistakes in the organization. Claims are not supported with relevant reasons or direct quotes or facts from the text provided. Their essay is not clearly

	constructed with mistakes throughout. They wrote a “Call to Action” and a concluding statement.
1	Student attempted to write an argument with some reasons and evidence from the text, but they were unsuccessful in many ways. It had mistakes in the organization or no organization at all. Claims are not supported with relevant reasons or direct quotes or facts from the text provided. Their essay is not clearly constructed with mistakes throughout. They may or may not have written a “Call to Action” and a concluding statement.

Once it is saved to the X Drive in the correct place and your teacher has seen that it is formatted correctly, then you may print.

See more content below:

Uniform Style

Some claim that they make students harder working, less violent, and better behaved. Others protest that they take away students' freedom to think for themselves.

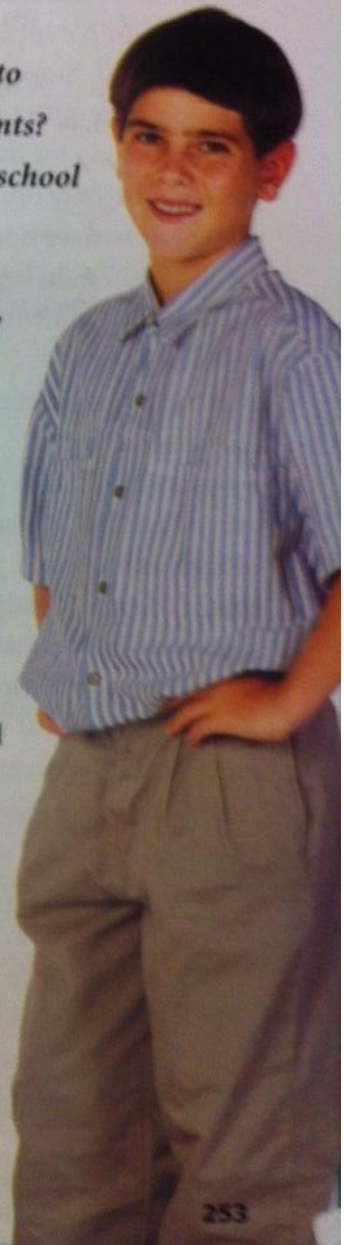
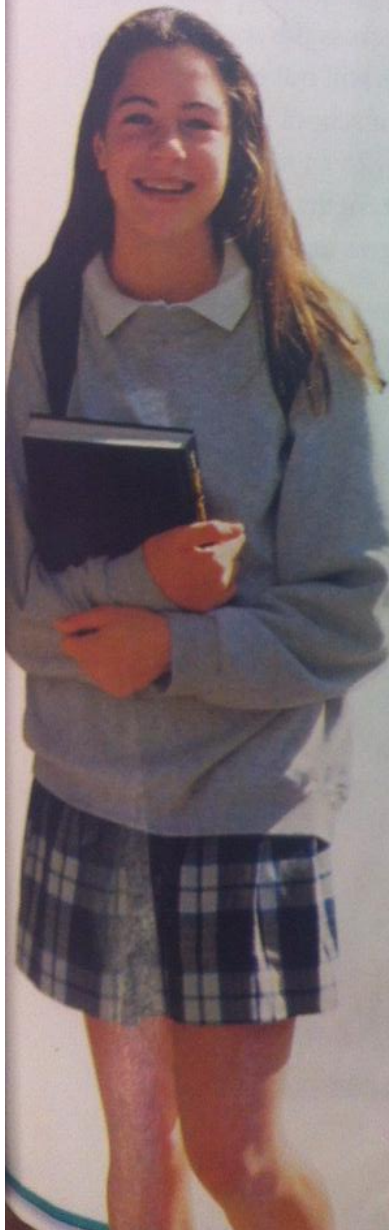
Is this debate about a fiendish plot to control students through brain implants? No—it's about rules requiring public school students to wear uniforms.

Why are more and more public schools in the United States considering uniforms? "It's the whole issue of setting a tone for the day," says Mary Marquez, an elementary school principal in Long Beach, California, the first school district in the nation to make uniforms mandatory.¹ "When students are in their uniforms, they know they are going to school to learn, not going outside to play."

If sporting the latest fashions makes kids feel hip and cool, does wearing a school uniform make them feel more like serious students? Many teachers and principals say yes. They believe that uniforms motivate² their students to live up to higher standards and that they promote school spirit, discipline, and academic excellence.

1. **mandatory** (man'da-tôr'ē) *adj.*: required.

2. **motivate** (môt'ā-văt') *v.*: cause someone to do something or act in a certain way; push or drive.



But what about the right to individuality, creativity, self-expression? That's what civil liberties experts are concerned about, and many students and parents agree. Some have even gone so far as to bring lawsuits against schools that won't let students wear what they like.

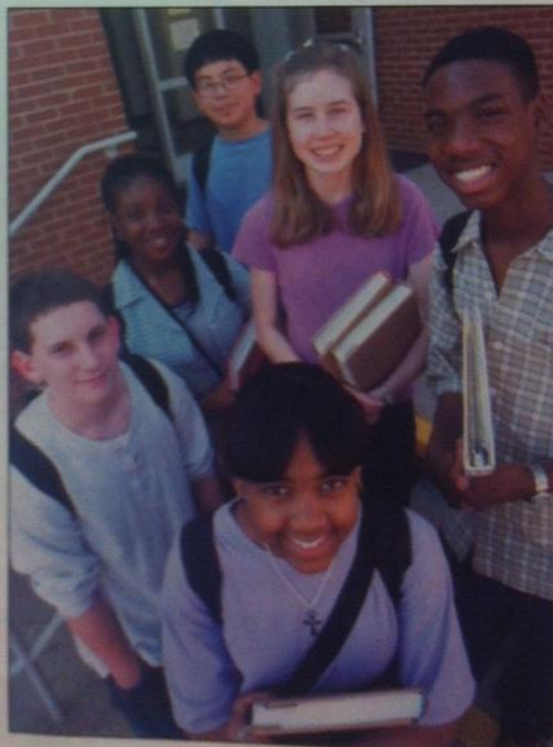
Still, many parents, tired of shelling out money month after month to buy trendy clothing for their children, are only too pleased to have uniforms settle the question once and for all. Many students also welcome an end to clothing competition. "I don't worry about what I wear in the morning," says twelve-year-old uniform wearer Hortencia Llanas. "I just slip on the clothes." Students from wealthy families no longer show off their expensive clothes at school, and students who can't afford them no longer face ridicule for the way they dress. (Of course, buying school uniforms can be hard on the pocketbook as well. A number of schools have started programs to help parents pay for them.)

Some of the statements made by supporters of uniforms may seem exaggerated—for example, how could requiring students to dress alike make public schools safer? But there are logical arguments to back up this claim. Fights are less likely to break out over a leather jacket or a \$150 pair of sneakers if no one is wearing such items to school. Those who don't belong on school grounds stand out among students wearing school uniforms.

In Long Beach, statistics tell the story: School crime went down 36 percent after students began wearing uniforms. Fighting dropped 51 percent and vandalism 18 percent. Other districts that began requiring uniforms report similar improvements.

In public school districts across the country, the jury is still out on the question of school uniforms. But with so many possible benefits, many ask: Why not give uniforms a try?

—Mara Rockliff



Essay Printing Format

Name

Date

Period

School Uniforms

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Claim #1- your first reason for or against uniforms. Back up your claim with support from the text.

Claim #2- your second reason for or against uniforms. Back up your claim with support from the text.

Claim #3- your third reason for or against uniforms. Back up your claim with support from the text.

Conclusion. This is a "Call to Action." Tell your reader what you want them to do. Restate your claims and your thesis.

Citation: Rockliff, Mara. "Uniform Style." Time Magazine. 2001.