

# Your Persuasive Speech

- List of topics is on my blog: [gelleresol.weebly.com/american-literature](http://gelleresol.weebly.com/american-literature); type your choice in the chat
- No two students may use the same topic, UNLESS you're arguing opposite sides of the issue
- General guidelines:
  - 2-3 minutes min.
  - 5-6 paragraphs
  - 2-3 sources
  - Rubric is on the blog
- Thesis is a "should" statement
  - Ex. "Smoking should not be allowed in public places," "schools should remain closed for the remainder of the school year in order to combat the Coronavirus," etc.
- You must have three main reasons to support your thesis.
- Presentation methods:
  - Video (upload to YouTube or send to me directly)
  - PowToon.com
  - Screencast-o-matic.com/

# Essay Structure

## I. Introduction

- A. Lead (question, scenario, background, etc)
- B. Thesis statement (central argument)

## II. Body

### A. Claim 1

- 1. Evidence
- 2. Connection/Explanation

### B. Claim 2

- 1. Evidence
- 2. Connection/Explanation

### C. Claim 3

- 1. Evidence
- 2. Connection/Explanation

## III. Conclusion

- A. Rebuttal/Counterclaim
- B. Recap
- C. Call to Action/Question to Ponder

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# Credible or Nah?

— Evaluating Credible vs. Non-Credible Sources —

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# Examples of sources that are often the most credible:

- Official government websites (however, look for bias!)
- Institutional sites that represent universities, regulatory agencies, governing bodies, and respected organizations with specific expertise (e.g., the Mayo Clinic)
- Peer-reviewed journals
- Reputable news sources

# Examples of sources that are often considered less credible:

- Blogs
- Web forums
- Individual or business websites
- Materials published by an entity that may have an ulterior motive

# Credible or Nah?

Evaluate the following sources to determine their credibility.

<http://www.nea.org/home/12661.htm>

<https://www.debate.org/opinions/should-teachers-get-paid-more>

<https://highereddatastories.blogspot.com/2013/12/how-much-do-we-pay-public-school.html>

<https://www.npr.org/sections/ed/2018/03/16/592221378/the-fight-over-teacher-salaries-a-look-at-the-numbers>

[https://en.wikipedia.org/wiki/Education\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Education_in_the_United_States)

# Review: Types of Introductions

- Anecdote
- Quotation
- Startling Statistic
- Historical Background
- Scenario
- Question

# Formulating Your Thesis

- Thesis=Main idea; the point you are trying to prove. It's not just "what your paper is about;" it's YOUR POSITION on the topic.
- Creating a "three pronged thesis" allows you to incorporate your three main reasons and your position statement into one sentence (generally the last sentence of your introductory paragraph).
- Examples:
  - Smoking is deadly, disgusting, and sets a bad example for young people; therefore, it should not be allowed in public.
  - Learning a new language opens doors to new cultures, enhances communication skills, and strengthens the brain; thus, all students should be required to study a foreign language.
  - Eighteen-year-olds are legal adults who can vote, drive, and serve in the military; for these reasons, the drinking age should be lowered to eighteen.



Example:

Lead

Three Main Points

Thesis Statement

Imagine walking through the doors of your high school and into a sea of look-alikes. Everywhere you turn, you see nothing but plain polo shirts, khaki pants, and blank stares. How, in an environment of such enforced conformity, can teenagers express their individuality? The teenage years are a time of self-discovery; forcing students to wear uniforms stifles their ability to express themselves, and can lead to self-esteem issues or even depression. Aside from being unfashionable, uniforms are often expensive, placing an unnecessary financial burden on families. Furthermore, uniform dress codes are not effective in reducing disciplinary or academic problems in schools. Thus, there is no logical reason for enforcing uniform dress code policies in our public schools.

# BODY PARAGRAPHS

## Thought Stems

- This connects to my argument because...
- In other words...
- This is significant because...
- The reason for this is that...
- To put it another way...
- This shows that...
- This is important because...
- For example...

## Example Paragraph

**School uniforms limit our ability to express our individuality.** In other words, students have the right to express who they are and how they are feeling. One of the most important ways they do this is through the clothes they wear. This is how we show the world who we are, particularly in an environment where we are forced to be quiet for 90% of the day. Our fashion makes a unique statement. If students are forced to wear uniforms, their ability to express themselves will be severely limited. **Schools should promote student expression, not restrict it.**

TOPIC SENTENCE  
CONCLUDING SENTENCE

## ANOTHER EXAMPLE

**Another reason to ban smoking in public places is the negative example it sets for children. Young people are easily influenced by those around them, especially respected adults or older teens whom they perceive as cool. If kids are regularly exposed to people smoking in public places, they may decide that it is acceptable; they might even choose to imitate the behavior themselves. Kids are exposed to enough negative influences from the media and from their peers. Why add another poor choice to the menu of bad examples already available? We should do everything in our power to make sure that young people never get the impression that smoking is acceptable.**

**TS CD CM CS**

# Counterclaim and Rebuttal

- ▣ The COUNTERCLAIM is the opposing argument.
- ▣ To REBUT is to refute, contradict, oppose.
- ▣ A key to building a solid argument is to anticipate and refute the counterclaims.
- ▣ When you write, you must acknowledge the opposing argument's points, in order to SHOOT THEM DOWN!
- ▣ When you acknowledge the opposition, begin by stating WHOSE opinion it is – this can be general (SOME lawmakers, policymakers, politicians, administrators, parents, etc.)
- ▣ It's all about the "BUT"

# Example

- ▣ Counterclaim: “Many school administrators believe an open campus would be a temptation for students to cut classes and act irresponsibly.”
- ▣ Use a transition word that shows contrast to introduce your contradictory statement: “However, students who earn the privilege of open campus would be unlikely to jeopardize that privilege; besides, rules could be created to rescind the privilege after one class cut.”

# Where does the rebuttal go?

- ▣ You have two options:
  - Make the rebuttal its own paragraph – the last paragraph before the conclusion
  - Incorporate opposing arguments into your body paragraphs
  - Either way, you must be sure to anticipate and acknowledge the opposing viewpoint.

## **COUNTERCLAIM AND REBUTTAL EXAMPLE**

**Despite these compelling reasons to support making Puerto Rico the 51<sup>st</sup> state, there are many on the island and elsewhere who would prefer independence. They say that there are financial and cultural reasons to separate from the United States entirely.**

**However, Puerto Ricans deserve the stability and equality that would come with statehood. The thousands of people who move from Puerto Rico to the mainland each year should not have their U.S. citizenship taken away; on the contrary, the people of this beautiful island deserve representation in our government just like everyone else. Puerto Rico can retain its unique cultural identity while still enjoying the economic and political benefits of statehood.**

# Conclusion

- ▣ A conclusion should:
  - stress the importance of the thesis statement,
  - give the speech a sense of completeness, and
  - leave a final impression on the reader
  - Answer the question, “So what?”



# Conclusion

- ▣ Suggestions:
  - Answer the question, “So what?”
  - Synthesize, don’t summarize. Don’t repeat yourself, just emphasize WHY everything you’ve said is important.
  - Pose a question
  - Redirect your readers, issue a challenge, a **call to action**.

# Conclusion Example

“High school is a time when we are acquiring more and more responsibility in our daily lives. We are not just students – we’re athletes, employees, performers, leaders, and friends. Our time is valuable and precious. How can those in authority entrust us with the future of this country if we can’t even be trusted to go out to lunch on our own? I give you my word, ladies and gentlemen, if you give this open campus proposal a chance, we will not let you down.”