

7th Grade Argumentative Essay Example

Topic: Student/Youth Environmental Activism

Issues like climate change, the loss of biodiversity, and deforestation are wreaking havoc on the world. According to a letter written for *The Guardian* by youth climate activists, humans are in the middle of the "sixth mass extinction of species" on our planet. Some students are taking action by skipping school to protest and strike for climate and the environment. However, in my opinion, students should not be environmental activists.

To begin, students should not be environmental activists because it keeps them from learning essential information in school. First of all, according to the *Newsweek* article, "Young People Urged . . .," students from "more than 150 students skipped school" to participate in "another series of worldwide protests." Even though protesting seems like a good way to bring awareness to the issues the world is experiencing with climate, students should not be giving up their time in school. Secondly, University of the People states that "[s]ocieties with higher . . . levels of education tend to be healthier, have higher rates of economic stability, lower crime, and greater equality" ("Benefits of Education Are Societal and Personal"). This shows that school is essential to a thriving society. Without the time in school to learn important and basic skills, youth protesters are just creating a swarm of uneducated and uninformed students who will not be able to clearly explain their cause. And, society will suffer, because of the lack of fully educated members.

Also, students should not be environmental activists because at this point, it is too late to reverse the effects of climate change, so activist efforts are pointless. To begin, in the article, "...Top 5 Environmental Concerns. . ." it states that a "recent United Nations report" said that if we don't make revolutionary changes in human behavior, the "planet will suffer dramatically from global warming in just 12 years." This proves that we really do not have enough time to change the fate of humanity. With most people being selfish and stuck in the ways of instant gratification and greed, it would take a lot longer than a decade to change the minds and behaviors of people on Earth. Additionally, George Marshall, in his book *Don't Even Think About It*, "draws on a wide range of social science research to explain why we, as a species, would prefer not to think about climate change, its implications, or what our response to it should be" ("A Climate of Mind"). This proves that humans are biologically programmed to not be concerned for the future of our climate. People are concerned about living for now. There is no changing their minds—by persuasion or even science.

On the other side, some people believe that students should be taking action and skipping school to protest and strike. In a letter youth climate activists wrote for *The Guardian*, they said "We have the right to live our dreams and hopes. . .we can and will stop this madness. . .we, the young people, will

Argumentative Writing 7th Grade

A Loxley



Argumentative Writing 7th Grade:

Teaching and Learning Argumentative Writing in High School English Language Arts Classrooms George E. Newell, David Bloome, Alan Hirvela, 2015-06-05 Focused on the teaching and learning argumentative writing in grades 9-12, this important contribution to literacy education research and classroom practice offers a new perspective: a set of principled practices and case studies of excellent teaching. The case studies illustrate teaching and learning argumentative writing as the construction of knowledge and new understandings about experiences, ideas, and texts. Six themes key to teaching argumentative writing as a thoughtful, multi-leveled practice for deep learning and expression are presented: teaching and learning argumentative writing as social practice; teachers' epistemological beliefs about argumentative writing; variations in instructional chains; instructional conversations in support of argumentative writing; as deep learning and appreciation of multiple perspectives; contextualized analysis of argumentative writing; and the teaching and learning of argumentative writing and the construction of rationalities.

Creatively Teach the Common Core Literacy Standards With Technology Catlin R. Tucker, 2015-05-27 Let technology pave the way to Common Core success. Engage your students by delving into the Common Core ELA standards with the tools they use the most. As you explore the creative road to academic success with the Common Core ELA and literacy standards, you will turn your classroom into a student-centered learning environment that fosters collaboration, individualizes instruction, and cultivates technological literacy. Features include: Specific recommendations for free apps and tech tools that support the Common Core; Step-by-step guidelines to breaking down standards by grade and subject; Teacher-tested research-supported lesson ideas and strategies; Replicable resources including prewriting activities and writing templates; Real-life examples.

Differentiated Literacy Instruction in Grades 6-8, *Resources in Education*, 1983-10 **Teaching Argumentative Writing to Twelfth Grade Students** Barbara Ann Beck Perushek, 1999

Narrative, Literacy and Other Skills Edy Veneziano, Ageliki Nicolopoulou, 2019-05-15 In recent years, narrative skills have been receiving increasing attention from researchers for their relevance in the development of language literacy and socio-cognitive abilities. This volume brings together studies focusing on two key issues in the development of children's narrative skills. The first part of the volume addresses the issue of the interrelatedness between narrative skills and literacy, language and socio-cognitive development, as well as of the impact of narrative practices on the promotion of these different skills. The second part of the volume addresses the issue of how early interactional experiences, particular contextual settings, and specific intervention procedures can help children promote their narrative skills. The studies span a wide age range from toddlers to late elementary school children, concern different languages (Dutch, English, French, German, Hebrew, and Italian), and consider narrative skills and practices from a rich variety of theoretical and methodological approaches. *Resources in Education*, 1997 Writing Argumentative Essays Nancy V. Wood, 2000-05 This brief rhetoric helps students develop strategies for critical reading, critical thinking, research, and writing that will help them argue clearly and convincingly. It

teaches them to identify and develop arguments to read and form reactions and opinions of their own to analyze an audience to seek common ground and to use a wide realistic range of techniques to write argument papers that express their individual views and original perspectives on modern issues It includes clear explanations and examples of argument theory and reading and writing processes research and documentation skills and offers engaging class tested writing assignments and activities 49 Essays for Analysis cover several broad issue and sub issue areas all of contemporary concern Unique chapters discuss student argument styles Rogerian argument and argument and literature Developing Discourse Practices in Adolescence and Adulthood Susan Hynds,1990 Examines how people develop their reading and writing skills during adolescence and adulthood This collection is based on the premise that four basic stances orientations underlie the discourse practices social textual institutional and field These four stances form the organizing rubric for these 17 papers Annotation copyrighted by Book News Inc Portland OR Elements of Literature, Grade 7 Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2001-11 *Linguistics and Language Behavior Abstracts* ,2002 Glencoe Writer's Choice ,2001 State adopted textbook 2001 2007 Grade 7 *Current Index to Journals in Education* ,1998 *The Education Index* ,1991 *Catalogue of the Officers and Students* Brown University,1944 Educators Guide to Free Internet Resources Educators Progress Service,2005-04 To provide our customers with a better understanding of each title in our database we ask that you take the time to fill out all details that apply to each of your titles Where the information sheet asks for the annotation we ask that you provide us with a brief synopsis of the book This information can be the same as what may appear on your back cover or an entirely different summary if you so desire The Writer's Craft McDougal Littell Incorporated,1995 **The English Quarterly** ,1985 **Catalogue Number** Brown University,1941 **A Comparative Study of Writing Abilities in Two Modes at the Grade 5, 8, and 12 Levels** Ian Pringle,Aviva Freedman,Ontario. Ministry of Education,Ontario. Ministry of Colleges and Universities,1985 The third of three studies involving a comparative analysis of transactional and narrative writing of selected samples of students in two Ontario districts this study addressed questions arising from the earlier studies and examined the writing skills of students in grades 5 8 and 12 Writing samples were examined for conformity to the norms of story structure and argumentation and the subject matter of the transactional writing was analyzed The level of affective development manifested in subsamples of both the stories and the arguments was rated All the papers in the sample were analyzed for syntactic complexity scores and for mechanical and conventional errors Comparisons of the first and second versions of the papers were made to assess skills in revising and editing Findings indicated the need of students to learn how to write an argument and to revise a paper Other implications were 1 that since the level of difficulty of one aspect of a writing task may decrease the lack of control in another teachers must take into account the nature of difficulties in the tasks they set students and make their assessments accordingly 2 that students at all levels should be given occasions to write narratives 3 that the model of persuasive discourse should be countered and 4 that

writing strategies recommended by authorities need to be implemented EL

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