

S3 Capital Punishment Unit - Week 3 & 4

S3 Home Learning Materials

Week beginning 22nd February and 1st March 2020

Please complete the tasks in the booklet over the course of the next 2 weeks.

You can answer on paper/computer/tablet.

Please upload your work to the assignments section on teams.

Over the next fortnight you will:

- Develop your understanding of persuasive techniques.
- Prepare notes to plan a persuasive essay.
- Write your persuasive essay.

Persuasive Techniques Revision

Writers use many techniques to make their opinion on a subject clear. This may be by choosing their words and phrases very carefully to portray a specific meaning, tone or opinion.

In the past we have learned these by using the following to remember them:

A - Alliteration

F - Facts

O - Opinion

R - Rhetorical Question

R - Repetition

E - Emotive language/exaggeration

S - Statistics

T - Three (Rule of)

Some of these techniques and examples are listed below:

Persuasive Technique	Meaning
Alliteration	Using lots of <u>words starting with the same letter</u> in a sentence E.g. she sells seashells by the seashore
Anecdote	An anecdote is a <u>short story</u> about a person, place experience etc. E.g. I used this product on my kitchen floors, and they've never looked brighter!
Fact	<u>Something that is true</u> and cannot be argued with This product is made with completely organic ingredients!
Opinion	<u>Something we believe</u> with can be debated or challenged. There is no right or wrong answer. E.g. This product is the best!

Rhetorical Question	A question used to engage the reader. <u>A question that doesn't need an answer, to make a point.</u> E.g. Why wouldn't you want to buy this product?!
Repetition	<u>Saying the same word or phrase over and over</u> again for effect. E.g. This product is great, great, great!
Exaggeration	Using <u>overly emotional or extreme language</u> E.g. This product is the most incredible thing in the entire universe!
Statistics	Using <u>numerical evidence</u> to back up the point you are trying to make E.g. 99% of all customers are completely satisfied with this product!
Slogan	A <u>catchy few words</u> that we associate with a product. E.g. Just Do It!
Threes (Rule of)	<u>Saying something 3 times</u> or <u>listing 3 ideas</u> to create a chant like effect and make it stay in your head. E.g. Reduce, Reuse, Recycle!

Task 1

Read through the below passage about mobile phones in schools. Look for the persuasive techniques you have learned about and either highlight or write down each example and label what technique it is.

Look for -

Emotive language

Repetition

Flattery

Rule of three

Short sentences for impact

Opinion

Quote from an expert

Rhetorical Questions

Passage

Mobile phones have no place at school. And that's that! What good reason is there for allowing pupils to bring an object of so much disruption to school?

Firstly, let's look at the amount of mobile phone footage on Youtube: we can see both pupils and teachers being humiliated in front of a world wide audience.

It is appalling that people should be made to suffer this way!

Some people may argue that pupils need to contact their parents. Newsflash - schools have landlines that don't suffer from poor reception, that don't run out of credit and don't disrupt learning. A member of staff will also be better at delivering distressing news.

It's impossible for pupils to concentrate on their learning when they're responding to a text from their friends and studies have revealed that they can lead to poorer literacy as pupils learn text abbreviations. Sir John Dove in his government report recently said "Schools that have a strict ban on mobile phones, achieve on average, 20% higher exam results than the schools who don't".

Can a teacher really compete with the latest gossip on Facebook? Will a Head be able to intercept a bully texting their victims all sorts of malicious insults? Can a pupil justify bringing their mobile phone into school?

The answer is quite simply "No."

Task 2:

For each of the persuasive techniques below, explain what they are in your own words and then try to come up with an example you could use in your writing. Your example should be in relation to capital punishment (the death penalty).

Make your sentences as detailed as possible. The more detailed they are now the easier it will be when it comes to writing your essay.

Alliteration:

Definition:

Example:

Facts:

Definition:

Example:

Opinions:

Definition:

Example:

Rhetorical Questions:

Definition:

Example:

Repetition:

Definition:

Example:

Emotive Language:

Definition:

Example:

Statistics:

Definition:

Example:

Rule of Threes:

Definition:

Example:

Structuring Your Essay:

You should be using PEEL paragraphs for each of your main body paragraphs. You should write a paragraph for each argument you discuss (you will choose 4).

Point - Make a point on the topic - state one of your arguments

Evidence - This should be evidence from the research you have already carried out, such as an expert opinion, facts, statistics or personal testimonies of people with experience in the topic.

Explain - You should explain your understanding of your evidence and how it back up your argument.

Link - Linking sentence to link the paragraph back to your overall argument/opinion being given in the essay.

Task 3:

Read through the example below and highlight each of the 4 aspects of PEEL in 4 different colours of your choice.

Example PEEL Paragraph

Firstly, I am going to argue my opinion, that capital punishment is wrong as it needlessly continues the cycle of people dying. The Human Rights Act declares that all human beings have the right to life. This means, that no body, the state included holds the right to end a human life. This is written in law, we accept it

as a fact in society. In fact, the Government should be doing all that it can to protect human life, not to end it. Capital punishment is a criminal and cruel system as it sets out to do exactly what it is punishing. If someone has committed a violent crime, yes it is awful but how is killing them going to help? A 2015 survey found that more than half of the British public are against capital punishment (52%) and so clearly, public opinion supports the right to life. Overall, I believe that human life is precious and valuable and should be protected and that for this reason, capital punishment is wrong.

Task 4:
Persuasive Essay Plan

Use this plan to help you plan the paragraphs for your essay. Remember the size of the box does not indicate the amount of material required. Every box should be filled before the plan is considered complete. You must include a list of sources at the end of your plan. If you do not, this is plagiarism (If you cannot remember what this means, then please see the poster included at the end of this document).

Title (should be a statement):

Point/Argument 1:

Evidence:

Explanation:

Point/Argument 2:

Evidence:

Explanation:

Point/Argument 4:

Evidence:

Explanation:

Opposing view:

Evidence to support opposing view:

Explanation: You should refute this evidence and show that you disagree.

Conclusion with restatement of Point your of View:

Bibliography (List of sources/websites where you found your information):

-
-
-
-
-
-

Task 5:

Writing a good introduction to your essay

A good introduction should:

- explain the topic
- outline both sides of the topic and why the topic is controversial
- indicate your point of view
- signpost where your essay will go and some of the basic arguments you will discuss (do not use your evidence here though).
- It should interest the reader and make them want to continue reading

Some advice for writing your introduction:

1. Get the reader's attention with the first sentence (dramatic statement, quotation, a shocking statistic, rhetorical question, one word sentence, anecdote). Avoid "I think..." or "I am going to write about..."
2. Preamble; a short introduction to the issue that explains why it is an important one. (You could use some of the information from the context research you completed in week 1).
3. Getting to the point: set out your line of argument and refer to two or 3 short arguments that you will be discussing (you should not explain or give evidence for these arguments at all in your introduction).

Task 6:

Read the example introduction below:

Imagine sitting in a cage like cell, for years of your life, idling away the days, until someone decides that today is the right day to end your life. This is the fate for 2697 inmates on death row in the United States of America. The death penalty is clearly a controversial topic. Those in favour would argue that the death penalty is the only sentence that fits the worst crimes. To those people,

the death penalty is true justice. However, others would argue that the death penalty reflects the very worst side of society and is cruel and offers no second chances. In this essay, I will outline why I personally believe that the death penalty is wrong. I will outline the arguments for and against and ultimately conclude that the death penalty is wrong.

Task 7:

Now use the 3 steps outlined above to write the introduction to your essay.

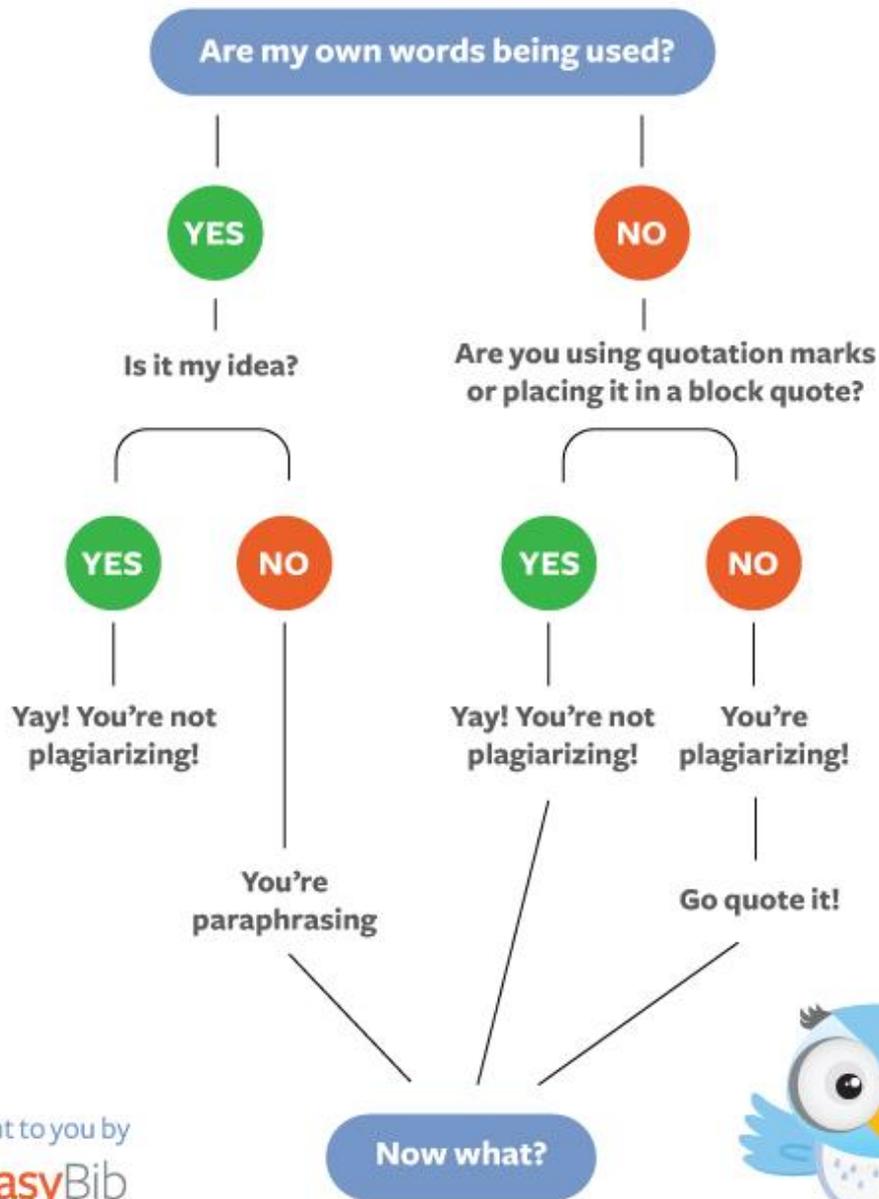
Task 8:

Now you have planned out the paragraphs for your essay and detail and have written the introduction, it is now time to get on with writing the rest of your essay in full.

Remember, like all essays in English, your writing should:

- Use PEEL paragraph structure
- Accurate use of spelling, grammar and punctuation.
- Have a clear introduction and conclusion
- Acknowledge sources appropriately by using quotation marks and including a list of sources at the end of your essay.
- If you have a school iPad, you should type this up.

A GENERAL GUIDE TO UNDERSTANDING WRITTEN PLAGIARISM



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How to Recognize Plagiarism. Indiana University Bloomington's School of Education, 2005. Web.
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