

What is the question* you have to answer? _____

What is/are the text(s) you have to use? _____

Introduction

Attention Getter/Hook: _____

Background Info: _____

Thesis/Primary Claim: _____

(*Does it answer the question?)

Body

☺ **Claim #1:** _____

Textual Evidence A: _____

Reasoning A: _____

Textual Evidence B: _____

Reasoning B: _____

☺ **Claim #2:** _____

Textual Evidence A: _____

Reasoning A: _____

Textual Evidence B: _____

Reasoning B: _____

☺ **Claim #3:** _____

Textual Evidence A: _____

Reasoning A: _____

Textual Evidence B: _____

Reasoning B: _____

● **Counterclaims/Rebuttals**

Counterclaim #1: _____

Rebuttal #1: _____

Counterclaim #2: _____

Rebuttal #2: _____

Conclusion

Restatement of Thesis: _____

Summaries of Claims: _____

Clincher: _____

Prompt: After studying the available sources, write a well-developed, multi-paragraph argumentative essay in which you make and support a claim that answers this question:

Should insects become part of the American diet?

Use textual evidence (specific details and examples) from the sources to support your position. Address and rebut counterclaims. Cite your sources with author tags and/or parenthetical citations in the text of your essay. No matter how long the essay is, it must include the basic elements of argumentative writing:

Introduction: “Hook” (attention getter), background info (article titles and/or names of people involved, backstory that led to this writing, etc.), **thesis/primary claim**: clearly-stated answer to the question

Body: *Multiple supporting paragraphs* that include the following elements.

topic sentence: clearly-stated reason that supports the primary claim

(1) **textual evidence** that includes...

...(1a) **”specific quote”/summary with citation** (source) or **author tag** and...

...1(b) **reasoning/elaboration:** explain how the evidence develops the topic sentence

(2) **another piece of textual evidence** that includes...

...(2a) **”specific quote”/summary with citation** (source) or **author tag** and...

...2(b) **reasoning/elaboration:** explain how the evidence develops the topic sentence

Address/Rebut Counterclaims: There may be a separate paragraph set aside for this purpose, or it may be done throughout the essay as the arguments being countered arise.

Conclusion: Restatement of thesis/primary claim (different wording) and reasons; “clincher” that ends the essay with something powerful or memorable

Throughout the Essay:

Transitions/Conclusion Statements: Words/Phrases that move the reader from one idea to the next and appropriate conclusion statements where appropriate.

Fluency: Correct punctuation; easy to read aloud; mixture of long and short sentences; multiple sentence patterns

Appropriate voice/tone for academic argumentation: third-person, formal, appropriate use and awareness of connotation (word choice) for effect