

Persuasive

Teaching Tip

Note well: Because of the difficulty of this essay's style, many students in grades 2-3-4 lack the skills necessary to write it.

Persuasive Essay Defined

This type of essay presents a logical argument which is supported by two to five assertions that serve to convince the reader about the author's point of view or opinion. Each assertion is supported by specific details and/or examples. The summary repeats the assertions and challenges the reader/listener to take some action.

The introductory paragraph is represented by the "Bunch of Bananas" which first states the general topic and then lists the essay's three main ideas. These three main concepts will be developed in the body of the essay.

The body paragraphs elaborate on the main concepts listed in the introductory paragraph. The main concepts are presented in three paragraphs named separately: the **Bing** paragraph, the **Bang** paragraph, and the **Bongo** paragraph.

The persuasive essay's fifth paragraph is the summary paragraph in which the three main concepts of the introduction are restated in different words.

The Level 2 persuasive essay differs from Level 1 essay in three ways. First, the introductory paragraph is expanded with the addition of an Interest Catcher and possibly other details of a general nature. Second, the Bing, Bang, and Bongo paragraphs are expanded with additional specific details, and, finally, the summary paragraph is expanded to include a detailed conclusion and possibly a challenge to the reader.

Teaching Tip

Topics for persuasive essays surface everywhere in students' daily lives.



Lesson 1

Teaching
tip →

Making the cutout pictures to begin the series of lessons helps the visual and kinesthetic students internalize the Bing-Bang-Bongo format.

Materials:

- Master 2:7, Level 2 CUTOUTS, one for each student
- Scissors
- Glue
- Crayons or colored pencils, five different colors for each student
- Colored construction paper, 12"x18" one for each student

Procedure:

1. Explain that today we will learn how to express our opinions effectively in our study of the persuasive essay. In this type of essay you will try to convince a reader to believe your point of view or opinion by making three assertions of opinion supported by specific details. To help us understand the format for writing a persuasive essay, we will make a cutout picture of the five parts.
2. Using the monkey cutouts, demonstrate step by step the cutting and pasting of the 11 pieces which represent the essay's five parts:
 - Cut the bunch of bananas—three in all—and glue them at the top of the 12"x18" construction paper. (Be sure you place the construction paper so that the greatest length runs from top to bottom.) Write the words "**Introduction**" and "**Bunch of Bananas**" adjacent to the picture.
 - Next cut and paste the three monkeys, which represent Bing, Bang, and Bongo, down the left side below the introduction. Next to each monkey's face write the words that represent what that paragraph will be about; that is, next to **Bing** write the phrase, **persuasive idea 1**; next to **Bang** write the phrase, **persuasive idea 2**; and next to **Bongo**, write the words **persuasive idea 3**. Also, you will want to write the word "**Body**" on the right side, in the middle of the construction paper.
 - Finally, cut and paste the barrel of monkeys at the bottom of the paper. Write the word "**Summary**" and the phrase "**Barrel of Monkeys.**"
3. Now using the five crayons or colored pencils, have the students trace around the pictures and trace over the words for each. Use a different color for each of the five paragraphs as follows:
 - Trace the *introduction* and *bunch of bananas* in yellow.
 - Trace the *Bing monkey* and *persuasive idea 1* in blue.

Teaching
tip →

On the right side of page 2:9, see the diagram of how to place the 11 parts of Master 2:7, Level 2 CUTOUTS.

- I. **Bing:** produces cavities
 - A. sugar in soda can give you cavities
 - B. have to go to the dentist
 - II. **Bang:** causes gain in weight
 - A. drinking soda can make you gain weight
 - B. your clothes won't fit
 - III. **Bongo:** causes nervousness
 - A. soda has much caffeine
 - B. can't get proper sleep
6. Have the students complete the outline by copying this summary:

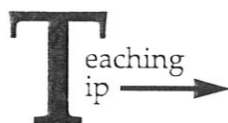
"I have proven that drinking soda pop is not good for you because it can give you cavities, it can make you gain weight, and it can keep you awake when you should be sleeping."

Lesson 3—Level 1

No!

Materials:

- Master 5:2, Level 1 WRITING FRAME 1, one per student plus overlay
- Outlines from previous lesson
- Pencils
- Five colors of crayons or colored pencils per student pair
- Five matching colors of overhead pens



Have students suggest words to use in filling out the blanks on the overlay.

Procedure:

1. Pass out copies of Level 1 WRITING FRAME 1. Displaying the overlay, tell the students to look at the outline they made in the previous lesson.
2. Have the students complete their copy of the frame as you go down the essay's parts on the overhead.
3. When they have completed the frame, have them color each part, using a different color for each paragraph.
4. When the students are finished, go over this summary with them:
 - Introductory paragraph or bunch of bananas tells the main topic and lists the three main assertions.
 - Bing paragraph supports the first main assertion.

Masters

Ch. 5

I. **Introduction:**

A. Interest catcher (if using Level 2):

B. Topic sentence (plus a listing of BING-BANG-BONGO main ideas):

II. **Bing** (assertion #1): _____

A. (supporting detail): _____

B. (supporting detail): _____

III. **Bang** (assertion #2): _____

A. (supporting detail): _____

B. (supporting detail): _____

IV. **Bongo** (assertion #3): _____

A. (supporting detail): _____

B. (supporting detail): _____

V. **Summary:** _____

A. Restatement of Bing-Bang-Bongo: _____

B. Challenge to the reader if using Level 2: _____

Title:
Soda Is Bad For You



"What are the three parts of the **Bunch of Bananas** in the first paragraph?"

Soda pop is bad for you to drink. It can give you cavities, it can make you gain weight, and it can make you nervous.



BING

"What details should be really clear in this paragraph?"

First, sodas are bad for you because _____ . For instance, _____ .



BANG

"Be sure your specific detail about weight is very clear—maybe in pounds or inches?"

Second, sodas can _____ because _____ . For example, _____ .

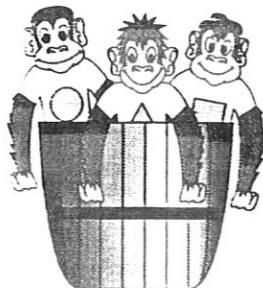


BONGO

"Did you use dramatic details that made a picture in your readers' minds?"

Third, soda pop can _____ because _____ . For example, _____ .

"What is in the barrel?"



I have proven that drinking soda pop is not good for you because it can give you cavities, it can make you gain weight, and it can keep you awake when you should be sleeping.

Title:
Soda Is Bad For You



"What are the three parts of the **Bunch of Bananas** in the first paragraph?"

Children and adults all across America drink millions of cans of soda pop each day. Drinking high caffeine sodas is not smart because they can give you cavities, they can make you gain weight, and they can make you nervous.



BING

"What details about the dental office might be quite dramatic here?"

To begin with, soda can give you _____. It has a very large amount of sugar which is _____. Then you have to go to the dentist in order to _____.



BANG

"Be sure your specific detail about fat and the heart really catches your readers' attention."

Soda pop can also cause the body to _____ because excess sugar is stored as fat. Fat is bad because it causes heart _____. Since drinking sodas helps make you fat, then it makes playing sports _____.

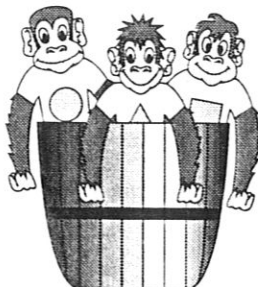


BONGO

"Did you use details that made dramatic pictures in your readers' minds?"

Finally, lots of soda can _____ because it contains caffeine. Caffeine makes you _____ and can keep you awake at night. Caffeine is like a drug. It is unhealthy to _____.

"Why is this barrel here?"



Everyone wants a healthy body. No one wants to have rotten teeth, be overweight, or be nervous. I have proven that soda pop is not good for you because it can give you cavities, make you gain too much weight, and fill you with caffeine. Don't drink soda pop very much!

Master 5:3

Title:
Recess and Children



"What are the three parts of the **Bunch of Bananas** in the first paragraph?"

Everyday in American schools everywhere, children run out to play during recess, but all too often the time given them is too short. Students need more recess time because it gives them exercise, makes their lives happier, and provides them lots of time to mix with other students in order to find friends they want to be with.



BING

"In your **last sentence** what details could make **dramatic pictures** in your readers' minds?"

First of all, recess is a time for school children to _____. Playing or exercise is _____ because it makes their bodies stronger. This exercise time should _____.



BANG

"Be sure your **specific detail** about freedom captures your readers' attention."

Second, one thing children need at school is to be _____. Of course, getting to go out to recess results in _____ since all children love the freedom recess gives. They feel that they can _____.

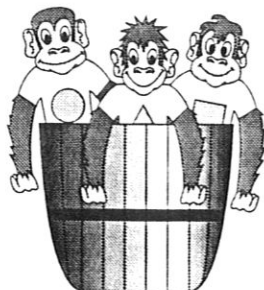


BONGO

"Did you use a **dramatic example** of being with a friend in the last sentence?"

Finally, during recess children enjoy _____ because they cannot do that when they are in the classroom. At recess children can talk and play at the same time. Children need such time so they _____.

"What's in the barrel?"



In conclusion, I have shown that recess needs to be longer because children get good exercise, they feel happy with the freedom, and they have plenty of time to talk and socialize with their friends. Don't you agree that we need longer recesses?

Master 5:5