

8th Grade Argumentative Essay Example

Topic: Student/Youth Environmental Activism

The environment is under siege due to human activity. 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 this planet. Whenever there are issues that need solving, humans always seem to want to become activists in order to do or fix something. And, some students have decided to take action by skipping school to protest and strike for the climate and the environment. But, students should not be environmental activists, although environmental consciousness should be practiced.

School is important. And, if students are skipping school to protest, they could potentially miss out on essential information, including environmental education. According to the *Norwest* article, "Young People Urged . . ." students from "more than 150 schools 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. Additionally, *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. When students are in school, they learn how to speak and write better and potentially learn more about ways to help the environment. Without the time in school to learn all of that adequately, youth protests will just be composed of a swarm of uneducated and uninformed students who will not be able to clearly explain or defend their cause. Rich Lowry, in his opinion piece for the *Boston Herald*, states that "kids have nothing interesting to say to [adults]." And, an uneducated and uninformed kid just creates even more dismissive reactions from adults when students are trying to speak about issues they care about on a world stage.

Also, at this point, it is too late to reverse the effects of climate change, so student activist efforts are pointless. The article, "...Top 5 Environmental Concerns . . ." states that a "recent United Nations report" said that if we do not make revolutionary changes in human behavior, the "planet will suffer dramatically from global warming in just 12 years." This proves that humans do not have enough time to change their fate. 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. 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

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Developing Core Literacy Proficiencies, Grade 8 Odell Education, 2016-08-09 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6-12 that provide student-centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards (CCSS). Reading Closely for Textual Details, Making Evidence-Based Claims, Making Evidence-Based Claims about Literary Technique, Grades 9-12, Researching to Deepen Understanding, Building Evidence-Based Arguments. The program approaches literacy through the development of knowledge, literacy skills, and academic habits. Throughout the activities, students develop their literacy along these three paths in an integrated, engaging, and empowering way. Knowledge: The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance. These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college- and career-ready literacy skills. Literacy Skills: The program articulates and targets instruction and assessment on twenty CCSS-aligned literacy skills ranging from making inferences to reflecting critically. Students focus on this set of twenty skills throughout the year, and the program continually applies them in new and more sophisticated ways. Academic Habits: The program articulates twelve academic habits for students to develop, apply, and extend as they progress through the sequence of instruction. Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students' success in the classroom. The program materials include a comprehensive set of instructional sequences, teacher notes, handouts, assessments, rubrics, and graphic organizers designed to support students with a diversity of educational experiences and needs. The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels. **The**

Argument Writing Toolkit Sean Ruday, 2015-07-16 In order for students to write effective arguments, they need to read good arguments. In this practical book, you'll find out how to use mentor texts to make writing instruction more meaningful, authentic, and successful. Author Sean Ruday demonstrates how you can teach middle school students to analyze the qualities of effective arguments and then help them think of those qualities as tools to improve their own writing. You'll learn how to introduce high-interest topics to students to get them interested and engaged in argument writing. Teach students to look at multiple sides of an issue and critically evaluate evidence to construct informed, defensible arguments. Make argument writing an interactive, student-driven exercise in which students pursue their own writing projects. Use mentor texts to help students learn the core concepts of argument writing and apply those skills across the curriculum. The book is filled with examples and templates you can bring back to the classroom immediately, as well as an annotated bibliography which links the concepts in this book to the corresponding Common Core State Standards. Blank templates are also available as printable.

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