

Persuasive Essay – Washington D. C. Statue Proposal Fifth Grade

As a star writer for historical organizations, you have been asked to write a persuasive essay proposing to build a statue of a famous American in Washington D.C. Your job is to write an essay convincing a selection committee to select your famous American. You will use biographical and historical information to construct your essay. Below are the guidelines to complete this project and due dates.

Wk. of Jan. 25 – Select a famous person and begin taking notes.

Feb. 1 – Notes are due. Upon approval, you may begin writing your rough draft.

Feb. 8– Rough draft is due; editing will begin.

Feb. 19 – Final paper is due

Feb. 26 – Business Letter introducing research paper – will be handed in as a packet

Guidelines:

- ❑ After selecting and gaining approval of your famous person, begin taking notes. Remember to include only notes which will assist your argument of having the statue built. Birth/death dates, marriages, etc. are unimportant. This is not a biography.
- ❑ After you have completed note taking, get the teacher’s approval **before** beginning the rough draft.
- ❑ The rough draft must be double spaced, written on notebook paper. Otherwise, it will not be accepted.
- ❑ When you finish the rough draft, have two classmates peer edit your writing. They are to write their names at the top of your paper.
- ❑ The rough draft will be edited by the teacher and you will begin any additional drafts, correcting errors or improving the writing.
- ❑ The final paper may be typed or written. If the paper is written, use blue pen and single spacing. If you choose to type the final paper, use a 12 point font, Arial or Times New Roman font, and double space the essay. Be sure to include a title and proper heading.
- ❑ We will work in class on a business letter to introduce the research paper to the selection committee.
- ❑ Using the rubric below as a guide in writing your essay. If you have any questions, see your teacher as soon as possible.
- ❑ The final project packet will include: brainstorming sheet, all notes, all drafts, the final paper and rubric.

6+1 Trait Writing Model : Persuasive Writing-Washington D.C. Statue Proposal

Teacher Name: **Mrs. Hartz**

Student Name: _____

CATEGORY	4	3	2	1
Introduction - Organization	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.

Sequencing - Organization	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Conclusion - Organization	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
Penmanship (Conventions)	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.