

The Immersion Excursion

Examples of Lessons and Ideas to Help
Students Travel Through a Text Type

Persuasive Essay Unit 2
Grade 5



Table of Contents

Background Section

Purpose of Sample Immersion Lessons	1
Purpose of Immersion.....	1
Reading Like a Reader, Reading Like a Writer	2
Inquiry Approach versus Architecture of a Mini-Lesson.....	2
Text Selection	3
Where to Find More Information on Immersion.....	3

Lesson Plan Section

Three Basic Goals of Immersion	4
Immersion Lessons from Lesson Plan Packet	4
Optional Immersion Lesson Prior to Session 1	5
Optional Immersion Lessons to Correspond to Session 4 – Charting Noticings	6
Optional Immersion Lesson to Correspond to Session 5 – Box It and Mark It Activity.....	10
Optional Immersion Lesson to Correspond to Goal #3 Try It – Shared Class Writing – Begin a Class “Flash” Draft	12
Optional Immersion Lesson to Correspond to Optional Lesson listed on page 25	14
Appendix of Sample Mentor Texts	17

BACKGROUND SECTION

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An On-Demand performance assessment is an excellent vehicle to determine what students know and need to learn.

***Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---
Dr. Sandy Biondo***

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

- A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
- B. Characteristics (What makes an effective xxx?)
- C. How these texts tend to go?
 1. How does the beginning or introduction tend to go? What is included?
 2. How does the middle part or body tend to go? What is included?
 3. How does the ending or conclusion tend to go? What is included?

4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through “writerly eyes.” Students will now *read like a writer*. Selections will be *reread* to notice, name, and discuss how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g. connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g. background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from → EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g. literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See resource packet per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher-authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of text that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resources on Atlas: [Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices.](#)

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

Immersion Lessons from Lesson Plan Packet

Immersion will be conducted differently during this unit of study. It is included in the scope of lessons. Please see Lesson Plan Packet on Atlas for specific lessons. Adjust and adapt based on students’ needs and your core teaching resource. These lessons are based on the book, Should There Be Zoos? A Persuasive Text by Tony Stead. Replace with any similar text that meets the criteria outlined in the Resource Materials Packet.

General Outline of lesson activities included in Lesson Plan Packet

- Immersion Session 1** Explain Whole Class Study
Discuss Set Up of the Book – introduction pages 5-6 and back pages 27-31
Read and Study pages 7-10 (For zoos)
Chart and Discuss Viewpoints
Chart and Discuss Characteristics of Persuasive Text and Persuasive Tools
- Immersion Session 2** Read and Study pages 11-12 (Against zoos)
Chart and Discuss Viewpoints
Chart and Discuss Characteristics of Persuasive Text and Persuasive Tools
- Immersion Session 3** Read and Study pages 21-22 (For zoos)
Chart and Discuss Viewpoints
Chart and Discuss Characteristics of Persuasive Text and Persuasive Tools
- Read and Study pages 17-18 (Against zoos)
Chart and Discuss Viewpoints
Chart and Discuss Characteristics of Persuasive Text and Persuasive Tools
- Immersion Session 4** Writers analyze persuasive writing to determine how it tends to go and to identify persuasive tools. (e.g. study other mentor text - published text, teacher written and/or student exemplars – see Resource Materials Packet)
- Immersion Session 5** Writers analyze for structure and basic elements of persuasive writing.

OPTIONAL IMMERSION LESSON PRIOR TO SESSION 1

The following are ADDITIONAL lessons a teacher may want to incorporate during Immersion or throughout the unit of study. These lessons are optional and should be based on students' needs.

- **Prior to Session 1 Immersion – page 19 in lesson plan packet**
 - A. Revisit the concept of persuasive writing through a fun, interesting literature book. Read, enjoy and discuss a book that highlights persuasion. This may be done during Read Aloud or Shared Reading time.**

Possible suggested titles:

- Melvin Fargo Writes to Argue and Persuade by Lisa Rivard, Illustrated by Jeff Covio to obtain a copy contact: Lisa Rivard at lisarrivard@yahoo.com or Janice at cornucopiabooks@hotmail.com. (Teachers also loved visiting this book at the end of the unit too.)
- Earrings! By Judith Viorst, Illustrated by Nola Langner Malone (1990) Atheneum Books

B. Revisit concept of persuasive language and writing.

“Persuasive writing is something many of you already do. Many of you are already ‘experts’ in the art of persuasion. Have you ever tried to persuade your parents or someone to take you somewhere, buy you something, or to let you do something? List 3-5 times you tried to persuade someone.” Share with a partner. Share and discuss whole class.

Go to Session 1 page 19 in Lesson Plan Packet

OPTIONAL IMMERSION IDEAS TO SUPPLEMENT SESSION 4 – CHART NOTICINGS

- **Session 4 Immersion (page 23 in Lesson plan packet) Additional Ideas/Mentor Text Suggestions**

Concept – Writers study mentor text to learn characteristics of persuasive writing.

Teaching Point – Writers analyze persuasive writing tools to determine how such writing tends to go.

- **Study Sample Persuasive Essays and Continue Charting Noticings**

Sample essay - Read, Study and Discuss: *Football* p. 205 (Grade 5), Writing Pathways: Performance Assessments and Learning Progressions, Grade K-8 by Lucy Calkins (2015, Heinemann) Suggestion – Remove side annotations before duplicating.

Sample essay - Read, Study and Discuss: *What's the Most Important Invention?* by Tony Stead. (pp. 4-7 *The Electric Washing Machine* by Devon) *What's Your Point?* Series 4th Grade <http://www.capstonepub.com/classroom/programs/whats-your-point/>

Sample essays from: *Should There Be Space Exploration? A Persuasive Text* written by Susan Harvey's Fifth Grade Students (www.mondopub.com)

If the essays noted above are not available or better alternatives are found, list the essays to be used: Read, Study and Discuss: _____ and _____

Possible Steps:

1. Read and discuss sample essays. Read as a reader first and enjoy.
2. Reread through the lens of persuasive essays. Revisit definition and purpose of persuasive essays.
3. Review how Persuasive Essays tends to go – lead, body and ending/conclusion. Discuss what has been discovered so far about each of these parts.
4. Read, Study and Discuss: List essay - _____
5. In partnerships, reread the essay through the lens of persuasive essays. Study the essay further and add to the list of noticings.
 - A. Check if the new selection also has these same parts.

- B. Look more closely at this essay (and any previous) and discuss additional noticings. Example: types of leads, types of endings, different ways the essays introduce reasons, types of evidence, transitional words or phrases – how the essayist transitions from one reason to the next or introduces evidence, author’s craftsmanship, etc.
6. Discuss as a class.
 7. Repeat for another essay sample.

Teacher Notes:

- The Characteristics of Persuasive Essay chart from Unit #2 may be helpful in facilitating discussion. See sample at the end of this lesson.
- Replace sample essays in this packet with ones from your school – student written, teacher written or class shared essays.
- Also, use the Opinion teaching rubric and student checklist from Writing Pathways to guide discussion.

HOW PERSUASIVE ESSAYS TENDS TO GO -- BEGINNING, MIDDLE AND END

- **Let’s look for *patterns* of how persuasive essays tend to go. What do you notice tends to be included in the beginning or lead section? What is often included in the middle section or body? How do endings/conclusions tend to go?**
- **Not all persuasive essays will have the same things, so study several different persuasive essays to note possibilities for each component.**

What Makes a Persuasive Essay? Or Characteristic of Persuasive Essays

- | | |
|---------------------------------------|-------------------------------|
| ○ Hook Reader | Beginning / introduction/lead |
| ○ State Claim | |
| ○ Lists Reasons | |
| ○ Other Noticings - | |
| ○ Provide Reasons | Middle / body |
| ○ Include Evidence to Support Reasons | |
| ○ Concluding section/statements | |
| ○ Restate Claim | Ending |

The following are sample charts from a 5th grade classroom, which were started in the Immersion Phase of the unit and co-constructed with students. This chart will be referenced throughout the unit and will vary based on how your own students would describe things, mentor text read, and immersion activities completed.

CHARACTERISTICS OF PERSUASIVE ESSAYS

A persuasive essay is one in which the writer shares his/her opinion with others to assist them in making an informed decision.

Noticings:

- Author gives opinion (strong feeling) about a topic
- Author backs up opinion with reasons and evidence
- Facts are given about opinion – a lot of them
- Structure/Organization – Beginning (introduction), middle (body) and ending (conclusion)
- Introduction – 1. hooks reader. Here's different ways to hook the reader - ... list based on text read
- Introduction – 2. states claim and 3. sometimes gives reasons
- Body – includes reasons and evidence to support those reasons
- Types of evidence:
 - Facts/Information
 - Personal stories (micro-stories with a slant)
 - Surveys
 - Interview information
 - Quotes from experts
 - Quotes from everyday people
- Usually there are at least 2 reasons
- Ending/Conclusion – restates claim in a different way / urges reader to do something
- Ending/Conclusion – different types we noticed:
 - list
- Title - gives a sneak preview of the author's opinion
- Sometimes the writer signaled a new reason with transition words
transition words we noticed:
 - list
- Paragraphs
- No pictures or only one
- Use of persuasive vocabulary – samples: it is imp, people should, this needs to be dealt with, best, deserves, necessary...
- Convincing tone
- Sources listed (sometimes)

And other aspects as noticed

Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use what they notice as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the sample charts in the units during immersion. Many of these sample charts are cumulative charts -- from Immersion as well as additional information students added as the unit progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something they've recently learned/discovered about that text type. Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per Michigan Academic Standards).

PERSUASIVE TOOLS WRITERS USE

- Make you stop and think
- Relate to you the reader (text/self-connection)
- 1st person comparison – “you” - “How would *you* like it?”
(put self in that position)
- “Back you in a corner” with no choice
- Guilt – making you feel bad
- Shock treatment
- Closing – reiterates the point
- Play on reader’s emotions
- Picture/Photos to make a strong point
- Examples to make a strong point
- Quotes from experts
- Quotes from everyday people
- And other aspects as noticed

Students should find specific examples of these persuasive tools to convince readers from studying Should There Be Zoos? (or other similar mentor texts). Allow students to “make up” a name for what they think the tool is trying to do. Please note: The MAISA unit does not directly teach some of these persuasive tools or how to craft words in a persuasive way. Teachers would need to add lessons or highlight these items in mentor texts, so students have models.

OPTIONAL IMMERSION IDEAS TO SUPPLEMENT SESSION 5 – BOX IT AND MARK IT ACTIVITY

- **Session 5 Immersion (page 24 in Lesson plan packet) Additional Ideas/Mentor Text Suggestions**

Concept – Writers study mentor text to learn characteristics of persuasive writing.

Teaching Point – Writers analyze for structure and basic elements of persuasive writing.

Sample essay - Read, Study and Discuss: *No Wild Animals as Pets* (see appendix)

Sample essay - Read, Study and Discuss: *Zoos Can Harm Animals* (see appendix)

If the essays noted above are not available or better alternatives are found, list the essays to be used below:

Read, Study and Discuss: _____

Read, Study and Discuss: _____

- **Select a persuasive essay and as a class Box It and Mark It Up. See next page.**
- **Provide students with a different persuasive essay and have them in partnerships Box It and Mark It Up. Share findings as a class.**

BOX IT AND MARK IT ACTIVITY

1. Box It: Lead (box in green), Body (box in blue), Ending/Conclusion (box in red)

2. Mark Up these items:

Introduction/Lead

- A. Hook the reader – lead (try to name the type, keep making a list of types of leads)
- B. Claim that overviews the main idea of the essay (double underline)
- C. Reasons (circle each one separately)

Body* - the first of several paragraphs

*Do for each paragraph

- A. Transition word or phrase - circle
- B. Topic sentence of the paragraph that states a reason - underline
- C. Supporting information or evidence (try to name the type, start making a list of type of evidence)
- D. Concluding statement (optional)

Ending /Conclusion

- A. Restatement of the claim (double underline)
- B. A final thought, comment, action, connected back to what the text was mainly about, etc. (try to name the type)

3. Types of Evidence We Notice: (This may be a separate discussion/chart)

OPTIONAL IMMERSION IDEAS TO SUPPLEMENT GOAL #3 SHARED WRITING

This goal is mentioned in Session 4, page 23 at the bottom of the page. The following gives more details and steps.

IMMERSION Goal #3 –

Try It – Shared Class Writing – Begin a Class “Flash” Draft

Class Shared Essay on XXXXX

Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume - having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – write quickly a draft knowing they can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged if not required to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on transitions, students would go back to earlier drafts and add (or revise) transition words and phrases.

Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. For longer text as an information piece, shared writing may occur over a period of days (e.g. day 1 – select topic and brainstorm subtopics, develop a table of contents, day 2 – introduction, day 3 – write 1st chapter, etc.) These parts may be done prior to the unit or in small groups once the unit has begun.

Class Shared Writing – Persuasive Essay

Goal is to draft a persuasive essay right away (“in a flash”) and through this activity begin to:

- A. Introduce the talk and language of persuasive essays
 - B. Give prompts to scaffold each step
1. **Select a class claim from chart – Persuasive Writing Ideas**
 2. **Host a class discussion about the claim.**
 3. **Revisit Anchor Chart developed during Immersion – Characteristic of Persuasive Essays**
 4. **Rehearse possible reasons – use hand for rehearsal (claim, reason #1, reason #2, reason #3, restate claim).**
 5. **Lead – discuss how to effectively write the claim. Later in the unit, the class will go back and add more to the lead (e.g. hook the reader and possibly list reasons).**
 6. **Body – Introduce Reason #1 - Discuss reason #1 and how to write it in a topic sentence. Use a sentence starter if necessary – “One reason...”**
 7. **Body – Evidence – Provide at least one piece of evidence. May use a sentence starter such as, “An example that shows this...” or “One time...”**
 8. **Explain the evidence. May use a sentence starter such as, “This proves...”**
 9. **Body – Introduce Reason #2 - Discuss reason #2 and how to write it in a topic sentence. Use a sentence starter if necessary – “Another reason...”**
 10. **Body – Evidence – Provide at least one piece of evidence. May use a sentence starter such as, “A moment that illustrates this is...”**
 11. **Explain the evidence. May use a sentence starter such as, “This shows that...”**
 12. **Body – Introduce Reason #3 - Discuss reason #3 and how to write it in a topic sentence. Use a sentence starter if necessary – “Also, xxxx (claim) because... (reason)...”**
 13. **Body – Evidence – Provide at least one piece of evidence. May use a sentence starter such as, “For instance,” Or “For example,”**
 14. **Explain the evidence. May use a sentence starter such as, “This is important because...”**
 15. **Ending – Restate Claim**

Please Note: In approximately 30-60 minutes, the class will create a “flash” draft of a persuasive essay. This essay won’t be really sophisticated, but it will be a nice canvas for the unit’s teaching points. After this activity, students will have co-constructed one persuasive essay (streamlined, but nonetheless an essay). Throughout the unit, the class may go back to this “flash” draft to expand and revise it based on new things learned in the unit.

See appendix for samples – These class shared pieces were revised as the unit progressed. These are “final” draft samples.

OPTIONAL IMMERSION IDEAS TO SUPPLEMENT OPTIONAL LESSON LISTED ON PAGE 25

Using a Specific Lens to Study Persuasive Essays - EVIDENCE

Revisit previously read or new mentor texts through the lens of studying different types of evidence to support a claim. Begin making a list of evidence possibilities. Keep adding to this list as the unit progresses. See chart next page.

- A. Some possible texts to study:
1. *No Smoking* – see Appendix
 2. *Keep Zoos Open* – See Appendix
 3. Should There Be Space Exploration? Written by Susan Harvey’s Fifth Grade Students (2006) Mondo Publishing Level R
 4. Should There Be Presidential Term Limits? (Flip Sides book – Yes! No!) by Caroline Leavitt (2006) Mondo Publishing Level S
 5. Are Organized Sports Better for Kids Than Pick Up Games? (Flip Sides book – Yes! No!) by Kathleen McAlpin Blasi (2007) Mondo Publishing Level T
 6. Sample essay - Read, Study and Discuss any essays from the What’s Your Point? Reading and Writing Opinions series Grade 5 by Tony Stead and Hillary Wolfe (books in the series: *Bullying: It Has to Stop!*, *Cell Phones at School: Yes or No?*, *Explorers: Friends or Foes?*, *How Much Time Should Kids Spend Online?*, *What Would Improve Our Hometown?*)
<http://www.capstonepub.com/classroom/programs/whats-your-point/>
 7. Any of the texts studied previously that have a variety of evidence or add pieces from teacher’s collection (student written, teacher written, or class shared writing)

TYPES OF EVIDENCE

Research – information and facts

Micro-Stories

- One time...
- For example...

My knowledge

- I learned...
- I know...

Quotes from research or experts

- Set up the quotation with an introduction – include name, title, background
- Insert quote
- In the book/article by _____, he/she said “_____.”

Surveys/Interviews

- _____ out of _____ say...
- _____ said, “_____.”

Additionally, any of these texts could be reviewed to study Persuasive Tools – crafting words.

PERSUASIVE TOOLS WRITERS USE

- Make you stop and think
- Relate to you the reader (text/self-connection)
- 1st person comparison – “you” - “How would *you* like it?”
(put self in that position)
- “Back you in a corner” with no choice
- Guilt – making you feel bad
- Shock treatment
- Closing – reiterates the point
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- Quotes from everyday people
- And other aspects as noticed

Students should find specific examples of these persuasive tools to convince readers from studying Should There Be Zoos? (or other similar mentor texts). Allow students to “make up” a name for what they think the tool is trying to do. Please note: The MAISA unit does not directly teach some of these persuasive tools or how to craft words in a persuasive way. Teachers would need to add lessons or highlight these items in mentor texts, so students have models.

APPENDIX OF SAMPLE MENTOR TEXTS

- Please replace sample essays in this packet with ones from your school – student written, teacher written or class shared essays. Published materials may also be used.

Mentor Text Analysis for Persuasive Essays

Title, Year, Publisher	Author	Target Areas																			
		Type of lead	Type of ending	Evidence – Micro Stories (One time..., For example...)	Evidence – My Knowledge (I learned..., I know...) learned from school, books, other people	Evidence – Surveys/Interviews (___ out of ___ say..., ___ said, ___)	Evidence – Quotes from experts or everyday people	Evidence – Research: Facts and Information	Evidence -												

*The Purpose of this chart is to assist teachers in analyzing and choosing text. Please read your grade level unit to identify specific items included in the lessons and adjust accordingly.

No Wild Animals as Pets

5th grade Persuasive Essay Mrs. Jahshan's class

Meet Sabrina a Bengal tiger who was left without any food or water for ten days after her owner's death. When the wildlife rescue organization was finally called in, she was 100 underweight lying on the bare concrete floor in a cage in the summer heat. She is now in a Minnesota wildlife sanctuary recovering from emotional and physical trauma.



Most people think keeping exotic pets is cool and fun but it's dangerous to the animal and us. We might not take care of them properly, where we live might not be the right environment, and last but not least captive breeding is not good. So, I think people should not keep wild animals as pets.

First of all, having a wild animal as a pet is dangerous. According to *Here's Why Exotic Animals Should Not be Pets*, "There is very little data on the exact number of exotic pets held captive in the United States. For instance, it's estimated that over [5,000 tigers](#) reside in U.S. homes; that's more tigers in captivity than there are left in the wild. Born Free USA has documented over [2,000](#) attacks, incidents and escapes involving exotic pets since 1990." Having an exotic pet puts the animal and us in danger, because we can both get a disease called Zoonotic disease. Animals often get harbor diseases that the animal can give to its owner. According to the [Center for Disease Control](#), "Exotic pets can pass on and infect humans with a [variety of diseases](#) including the Herpes B virus, Rabies, Salmonella, Ebola and Monkeypox. Even though these outbreaks have been rare, the increase in the number of exotic animals being traded ([millions each year](#)) certainly increases the chances that these diseases will spread, posing a serious threat to handlers and the public at large." This proves that

animals can share serious diseases with humans and we can share diseases with animals.

Secondly, we might not be able to take care of them properly. According to the survey I took, 18 out of 24 people say that people should not have exotic animals as pets. The animals often become sick and die because their owners weren't able to take care of them properly. It does not take the wild out of wildlife. Having a pet of any type means you have to take care of it properly. You have to take responsibility and provide appropriate and humane care.

Lastly, captive breeding is another problem. According to Captive Breeding Pros and Cons, "A big problem that arises with captive breeding - Some captive species even have problems in reproduction such as the endangered rhino populations and calls into question the effectiveness of captive breeding."

Sure, having an exotic animal would be fun, I mean who wouldn't want a pet tiger? But imagine you're the tiger, sad, hungry, and locked up away from your family in a cage. You, the tiger, deserve to be in the wild. Now you're the human enjoying your pet tiger and you have no idea how sad your tiger or any animal is for that matter.

In conclusion, I think people should not have exotic animals as pets. Those are all my reasons. So, go make a change in the world, instead of having an animal go to your local zoo. Do it for them. Do it for me. Look down below, look at all the baby animals - make their future better.

[pictures]

“Zoos Can Harm Animals”

Although some people think zoos help protect animals, it may be argued that zoos can hurt them. To begin with, animals are taken out of their natural habitats and put into cages. Secondly, animals may be mistreated in order to entertain guests. Lastly, animals may only be fed once or twice a day. Therefore, I believe animals should be taken out of zoos, and returned to their natural environments.

First of all, animals are taken out of their natural habitats and placed in cages. This can cause animals to grab the bars and shake them. Some animals pace back and forth in their cages, making me think they feel sad and alone. This small environment wouldn't be fun for humans, so why is it okay for animals? This is just one of the many reasons why animals should be kept out of zoos.

In addition, many times animals are mistreated in order to entertain guests at zoos. According to the author from the article “Captives and Cruelty”, “In order to learn tricks for their performances, these marine animals are subjected to abusive training.” This means aquatic animals living in aquariums (zoos) are harmed when they don't do the tricks their trainers require them to do. This sounds like these poor animals are physically hurt by zoos. Does this seem right to you?

Most of all, animals may only be fed once or twice a day when living in zoos. Zoos may put animals on a feeding schedule. This means they may only be fed at 10:00 am and 4:00 pm. In the wild, animals can eat when they hunt for food. They hunt prey and can eat an abundance of food. Unfortunately, animals in zoos have to wait to be fed by keepers. I would be hungry if I could only eat once or twice a day; wouldn't you?

Some people feel zoos are a necessity to help preserve wildlife. According to Should There Be Zoos? by Sylvia Lollis, “Zoos, wildlife center and refuge centers around the world are becoming involved in captive breeding programs.” This means they are working to save endangered animals. However, if an animal is bred in captivity, they never get to see their natural habitat. Also, sometimes zoos take newborn animals away from their parents. Does that seem fair to you?

In conclusion, when animals are taken out of their natural habitats; mistreated by zoo personnel; and fed only once or twice a day while living in zoos; this can cause animals to be harmed. Every day zoos stay open, may cost animals their lives. It is important for people to protect the livelihood of animals. Therefore, I believe we should keep animals out of zoos.

No Smoking

5th grade Student Written Persuasive Essay

Did you know that the CDC reports, “46 million Americans age 18 and older smoke cigarettes and 443,000 smoking-related deaths occur annually in the U.S?” Smoking affects the population greatly, causes premature deaths and is a substantial financial burden to society. People think smoking shouldn’t be banned, but I think smoking should be banned and here’s why.

First of all, smoking can affect the population in so many ways. One effect is the health of the smoker. We need health to do anything in life. Health is everything. It also affects the buyer’s wallet, because tobacco is an expensive pastime. Also, secondhand smoke affects others and pollutes the environment. According to the Environmental Protection Agency, “children are susceptible to the effects of secondhand smoke because they are growing and developing. Children who are exposed to secondhand smoke have increased the risk of sudden infant death syndrome, middle ear infection, asthma, pneumonia and bronchitis.” For instance, one time I saw this girl and boy smoking and the smoke was blowing right towards me and my sister, so when the smoke came to us, we just started to cough and our eyes were hurting. My sister and I ran back inside the house. Inside the house, we were fine.

Secondly, the cost of cigarettes is high. Smoking puts a burden on society. According to the CDC, “this burden continues to rise, with approximately \$193 billion spent annually in the United States - \$97 billion from lost productivity and \$96 billion due to smoking - related health care costs, respectively.” The Society of Actuaries reported in 2006, which is the latest data available, that the secondhand smoke cost the U.S. around \$10 billion a year: about \$5 billion in medical cost associated with secondhand smoke and \$4.6 billion Las Vegas - youth exposure was not included in these costs. This is an enormous cost, that’s not necessary.

Lastly, and most importantly, smoking causes preventable death. Annually one of every five deaths in the U.S. is related to smoking due to conditions such as pneumonia, bronchitis, lung cancer and emphysema. According to the CDC, “smoking may increase the risks of a heart disease and infections.” Deaths attributed to smoking varied from state to state during the years 2000 to 2004, with Alaska reporting 492 deaths and California reporting 3,687 deaths, notes the CDC. The good news is a recent report from the CDC states, “some states show signs of improved health of their citizens and decrease in smoking rates, deaths and health care costs due to increased awareness, education and resources available to help people fight the smoking habit.” This proves how your health can improve when people are educated about the effects of smoking.

In conclusion, people think smoking shouldn’t be banned, but I think smoking should be banned because it affects the population, causes premature deaths, and substantial financial burden to society or the cost. I beg you, if you know someone who smokes tell that person to stop smoking immediately, for his or her own sake and well-being!

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Mr. Shane's
Class

Keep Zoos Open!

"People forget the good that zoos do. If it weren't for zoos, we would have so many species that would be extinct today." - Betty White

Do you feel that there should be zoos? We do! This is a topic that we feel strongly about. Zoos not only give us a place to go to have fun with our family and friends, but they also help save endangered species and provide habitats for animals that we wouldn't typically get to study. We feel that more should be done to save zoos.

Every year we take a school trip to the Detroit Zoo. We walk there and spend the day touring the different exhibits. We are always excited to see the various animals that are in the zoo that we don't typically get to see. Some of our personal favorites are the penguins and the monkeys. According to the World Association of Zoos and Aquariums "over 700 million" people visit zoos and aquariums annually. This includes both adults and children. Would you want to crush the day of that many people? In our class alone, 20 out of 28 students want to keep zoos open. These places are fun to visit. We shouldn't take them away from society!

Additionally, zoos have the important job of helping to save endangered animals. According to the Smithsonian Conservation Biology Institute, records "now include 16,928 species—more than 8,400 animals and more than 8,400 plants—that are critically endangered, endangered, or vulnerable." Zoos take in endangered species. They feed them, care for them, and breed them to help improve the odds of a species. Vetstreet.com states that zoos "have been instrumental in saving certain animal species from the brink of extinction." National Geographic even states, "captive breeding of endangered species makes zoos valuable places for animal survival." They can't do it alone! We must support them!

Furthermore, zoos enable us to study animals that we typically wouldn't be able to see. They hold animals that live in various climates and regions. We wouldn't be able to walk outside and see most of them. Could you imagine never seeing a lion in your entire lifetime? National Geographic states that "researchers at zoos can study animals up-close. They can observe behavior such as mating and nutrition choices. Biologists and veterinarians are also available to treat sick or injured animals." This research teaches us about these animals and how to help them.

In conclusion, we need to help keep zoos open! Zoos are saving various animals every day! They're also enjoyable to visit! We need your help! You can start a petition today! Write a letter to a government official. Tell them why zoos need to stay open. Save our zoos!

