

Projects 3 & 4: Original Persuasive Essay--Three REASONS

3 P'soB/3 Reasons More Laws Should Be Passed/Current Laws Are Too Extreme Concerning Animal Treatment

Overview of Persuasive Essay

This is a beginning persuasive writing project. You have probably written expository essays (or informative essays)—exposing people to information. Persuasive essay writing is very similar...except instead of just informing your reader, you want to use words, phrases, proofs, and examples to make your reader agree with what you are saying in your paper.

This is a “beginning” persuasive essay because it is sort of between informative and persuasive. You will want to make your reasons and pieces of evidence interesting and compelling so that your reader will say, “Hmm... good point. I agree, more laws should be passed because of that.”

I. TOPIC OF ESSAY

You will be writing a **Persuasive Essay** about **three reasons more laws should be passed/current laws are too extreme concerning animal treatment in zoos, circuses, & aquariums.**

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 Paragraphs** for the Body (P'soB)*.

*P'soB--Paragraphs of Body

III. SENTENCES PER PARAGRAPH

A. **Basic** students will write **6-8 sentences per paragraph.**

B. **Extension** students will write **8-10 sentences per paragraph.**

Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any LAL* writing assignment, with your teacher's permission.

IV. OPENING PARAGRAPH

Students **will** write an **Opening Paragraph.**

V. CLOSING PARAGRAPH

Students **will** write a **Closing Paragraph.**

VI. SOURCES

Students will not cite sources, but will use sources to find information about their chosen qualities.

VII. QUOTATIONS WITHIN YOUR ESSAY

Students are **not** assigned the addition of quotes but should consider adding quotes if they will help further develop your essay topic. Any added quotes will not have to be formally cited; you may just include the author of the quote and other author needed information.

VIII. WRITE ON/ADDITIONAL SKILLS

Students will learn the following additional skills.

- A. Quotation Punctuation and Capitalization
- B. Transitions
- C. Thesis Statement
- D. Thesis Statement “Reloaded”
- E. Opening Paragraph Types
- F. Closing Paragraph Types

*LAL--Language Arts Lady

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Lesson A. Study Skills/Prewriting: The 1-3-1 Paragraph Approach

We will learn the 1-3-1 Essay Approach this week—while writing original paragraphs for a “three ways” Essay.

Three Topics—One-Topic-Per-Paragraph

1. In this type, an Opening Paragraph (or opening sentence) introduces a major topic of which you will be writing about three “sub-parts” in the body of your paper.
2. A Closing Paragraph (or closing sentence) wraps up all three paragraphs.
3. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one.**
4. In this method, you do not need as much information in your head (or via research) about one topic—but rather smaller amounts of information about three topics.

This will create your three paragraphs of body (P'soB)—three reasons more laws should be passed current laws are too extreme concerning animal treatment in zoos, circuses, aquariums.

<> **A-1.** Read the student sample (Box A-1), paying close attention to:

- (1) Opening Paragraph and Closing Paragraph
- (2) 3 P'soB
- (3) Three Ways
- (4) Thesis Statement
- (5) Thesis Statement Reloaded
- (6) Transition from one paragraph/one reason to the next

Student Persuasive Essay Sample

Who determines whether zoos and aquariums are caring for their animals properly? How about circuses? Can a citizen use the courts to require one of these organizations to change their treatment policies? How much space or water do these places have to give an animals? Can they just enclose these animals or do they have to provide them with mental stimulation? The answer to the first two questions in the underfunded and unaccountable Animal Plant Health Inspection Service (APHIS). As to the third question, the answer is no in almost all cases. As to the fourth and fifth, under current laws, the requirements for space, water, and mental stimulation are widely considered inadequate. I believe that more laws should be passed concerning animal treatment in zoos, circuses, and aquariums for three reasons: a lack of effective inspections, no legal ground for citizens to keep APHIS accountable, and insufficient animal care requirements. **[Opening Paragraph--Direction Question Paragraph]**

The first reason more laws should be passed concerning animal treatment in zoos, circuses, and aquariums is the lack of effective inspections under current laws. The Animal Welfare Act (AWA), the primary U.S. animal protection law, provides funding for the Animal and Plant Health Inspection Service (APHIS) to inspect all institutions that transport or hold animals. Supposedly, the 104 inspectors have enough money and time to visit over 2,000 facilities once a year, and, when they discover violations of the AWA, to conduct return visits until the facility changes their behavior. However, inspectors rarely bring cases against organizations for breaking the AWA, because they do not have enough time and money to make the return visits. Even worse, the USDA, the organization APHIS is under only keeps paperwork for three years, so no one can keep the inspectors honest if they do not punish a repeat offender. Additionally, the Office of Management and Budget (OMB) oversees the USDA, which presents a conflict of interest. While APHIS's mission is to protect animals regardless of the cost, the OMB is purely concerned about the cost of APHIS actions. Overworked, underfunded, and unaccountable inspectors are one reason why more animal laws should be passed, but there are other arguments. **[PoB-A: 1st Reason--Lack of effective inspection]**

No legal ground for citizens to keep APHIS accountable is another reason more laws should be passed concerning animal treatment in zoos, circuses, and aquariums. If inspectors are not doing their job, you would at least believe the citizens could sue APHIS and force them to inspect and punish a facility disobeying AWA. However, up until the case of Glickman v. Animal Legal Defense fund, the court ruled that the AWA does not allow for private lawsuits to enforce compliance. Even in Glickman, the court only accepted the lawsuit because the plaintiff had experience with animals and could therefore prove that they were being treated inhumanely. Despite being allowed to sue, Animal Legal Defense Fund did not win the case because the court ruled that AWA's regulations provided for humane conditions, and the zoo was treating their animals in accordance with these rules.

Box A-1 (continued on next page)

Box A (continued from previous page)

Not only that, even the provisions for lawsuits under the Endangered Species Act (ESA) rarely remedy organizational animal mistreatment since the court requires that a person prove that by injuring the animals, the offender is harming them as well. Citizen's inability to sue to protect an animal's health is a problem, but a far worse problem is the cruel conditions for animals allowed under the AWA. **[PoB-B: 2nd reason--APHIS not kept accountable]**

The insufficiency of animal care requirements under the AWA is a third reason more laws should be passed concerning animal treatment in zoos, circuses, and aquariums. The AWA establishes the minimum standards in zoos, circuses, and aquariums, for animal care, including housing, handling, sanitation, nutrition, water, and veterinary care. However, the regulations only apply to warm-blooded animals; birds, rats, and mice used in research receive no protection and neither do any cold-blooded creatures. As to the care rules themselves, housing requirements generally provide insufficient space for all animals, since there are no species-specific regulations for most creatures. The regulations are especially deficient, though, for marine mammals. The creatures swim huge distances each day, but they can legally be confined to a space as small as twenty-four feet long and only six feet deep. Also, facilities do not have to provide any animals except primates with mental stimulation. As to handling, for the sake of circuses, the AWA allows people to use bullhooks, whips, and electrical shock to control animals. Finally, for numerous animals, the AWA does not provide adequate water supplies for drinking and cooling. **[PoB-C: 3rd Reason--AWA's insufficiency of animal care requirements]**

"Why do you believe animal treatment laws in the United States need to be changed?" inquired the interviewer.

"Well," replied the animal rights lawyer, "first, I would draw attention to the lack of funds, time, and accountability for APHIS inspectors. These are the people ensuring compliance with current laws, so it is a serious problem when they are not willing or able to do their job correctly. Second, citizens are not legally allowed to sue APHIS to keep them accountable for preventing inhumane animal treatment. If this were legal, APHIS would be publicly embarrassed into inspecting more effectively. Thirdly, the AWA's laws themselves do not require proper treatment of animals. They have not been updated to reflect modern research discoveries regarding the amount of space, water, and mental stimulation animals need."

That was an awesome summary of the problems you see in the laws, and I want to encourage our viewers to petition their Representatives and Senators to pass legislation addressing those concerns. Tell them about the lack of effective inspections, the lack of legal standing for citizens to keep APHIS accountable, and the antiquated care requirements," the interviewer declared. **[Closing Paragraph--Dialogue Paragraph]**

[Yellow Box] = Thesis Statement & Thesis Statement Reloaded
Underline = Transition/paragraph topic sentences
PoB = Paragraph of Body

<> **A-2.** Now that you have studied the provided sample, complete the following steps:

1. Do a quick online search of current laws concerning animal treatment in zoos, circuses, and aquariums.
2. Choose one side only: **whether more laws should be passed** or **current laws are too extreme** concerning animal treatment in zoos, circuses, and aquariums and list them in the Directed Brainstorming Box (Box A-2) provided
3. Research those three and write down facts, quotes, etc., under each one, including who said the info and what makes that person an expert. See facts from the sample written below to see some types of info you might need:

Lack of effective inspections under current laws

- Animal Welfare Act (AWA) - primary U.S. animal protection law - provides funding for APHIS to inspect all institutions
- Only 104 inspectors
- Over 2,000 facilities need inspecting
- When they find violations - must revisit
- Inspectors rarely report violations
- Not enough time or money to prosecute and make return visits
- APHIS under USDA
- Paperwork only kept for 3 years
- Office of Management and Budget (OMB) oversees USDA - they keep USDA on strict budget

No legal ground for citizens to keep APHIS accountable

- No way to punish inspectors who aren't doing their job
- Citizens are not allowed to sue APHIS
- Glickman v. Animal Legal Defense Fund

The insufficiency of animal care requirements

- The AWA establishes minimum standards for animal care
- The regulations only apply to most warm-blooded animals
- Birds, rats, and mice in research receive no protection
- Housing requirements - insufficient space
- Mammals are especially affected because of the small area they are kept in - 24 feet by 6 feet
- Not enough mental stimulation
- AWA allows bullhooks, wipes and electrical shock to control animals

Directed Brainstorming Box

Three reasons more laws should be passed/current laws are too extreme concerning animal treatment in zoos, circuses, & aquariums

First Reason

Second Reason

Third Reason

Lined writing area for brainstorming reasons.

Box A-2

Lesson C. Write On: Inserting Quotes in Outline

<> C-1. Study the General Quote Inclusion in Outline Box (Box C-1).

General Quote Inclusion in Outline

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
4. Be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc.

Box C-1

<> C-2. Study the two Quotes in Your Outline Box (Box C "People" and Box C "Book").

Citation Examples for "People" Quotes in Outline

(Already Quoted in the Source)

If your quote is by a person, include their name and credentials on outlining lines:

"Fairy tales do not tell children the dragons exist. Children already know that dragons exist. Fairy tales tell children the dragons can be killed." G.K. Chesterton (English writer late 1800's; 80 books)

"Being born in a duck yard does not matter, if only you are hatched from a swan's egg." (Hans Christian Anderson, Danish writer, famous for his fairy tales)

Box C "People"

Citation Examples for "Book" Quotes in Outline

(Lifted Text--Not Already Quoted in the Source)

- A. A "book quote" may come from a book, newspaper, magazine, web site, etc.--any words you lift from a source and make into a quote.
- B. Lifted text words were not quoted in your source, but any time you use any words, word-for-word, they must be quoted with quotation marks since they belong to someone else.
- C. When you quote a source, you will just lift words from a book (or other source) and put them in your essay or report, along with quotation marks and the name of the source.
- D. Be sure to include information about the source where you lifted the text--name, author, credentials, etc.:

"The simplicity of good overcoming evil is deeply reassuring to a child struggling to make sense of the wide world around them." "5 Reasons Fairy Tales are Good for Children" on Learning Through Literature

Note: If you are quoting a person (not just lifting words from a source but actually using words that were spoken by a person (even if the quote came from a book or source), just treat the words like a "person quote" for now and use a speech tag that tells who the speaker is (not the book or source title containing this quote). (See the "People Quotes" box.)

Note: These samples are for the outline. In your text, you will use the author's name in the speech tag.

Box C "Book"

Lesson B. Research and Study Skills: Design "Working" Thesis Statement

A Thesis Statement is a statement declaring what your entire paper is going to be about. This is similar to when you learned how to write the opening sentence of a paragraph—a sentence that tells what your entire paragraph is about.

However, in the case of a **Thesis Statement**, you will not just write what one paragraph is about—but **you will write what the entire essay is going to be about.**

For instance, if you were writing an opening sentence about one of your paragraphs, you might say *The first reason more laws should be passed concerning animal treatment in zoos, circuses, and aquariums is the lack of effective inspections under current laws.*

However, you can not use that sentence for the Thesis Statement of your entire essay because it only tells what the one paragraph is about—the paragraph about the lack of effective inspections. **The Thesis Statement must tell what the entire essay is about.**

For example, *More laws should be passed concerning animal treatment in zoos, circuses, and aquariums for three reasons: a lack of effective inspections, no legal ground for citizens to keep APHIS accountable, and insufficient animal care requirements.*

<> **B.** Now that you have thought about your reasons and possibly researched them, you are probably ready to write a "Working" These Statement about them. Consider these tips when you design your Thesis Statement and write it on the lines provided

1. **Write one sentence that tells the reader what your essay is about.**
2. Be sure it **includes all aspects of your essay.**
3. Do not say, *In this essay, you will learn about...* or *In this essay, I will tell you about...*

Sample "Working" Thesis Statement

More laws should be passed concerning animal treatment in zoos, circuses, and aquariums for three reasons: a lack of effective inspections, no legal ground for citizens to keep APHIS accountable, and insufficient animal care requirements.

My "Working" Thesis Statement for this essay: _____

Lesson D. Study Skills and Prewriting: Outline Original Paragraphs

<> D. Outline each paragraph of your persuasive essay on the outlining lines provided, following these tips:

- (1) **Review the list of reasons that you put in your Brainstorming Box (Box A-2)** earlier that you might want to include in your essay.
- (2) **“Work” in your Brainstorming Box** by doing the following:
 - a. **Review it and add to it** as you think of more ideas.
 - b. **Mark through anything you do not want** to include in your essay.
 - c. **Number the ideas you have in the order that you think you would like to include them** in your paragraph.
- (3) **Outline your essay one paragraph at a time in a Sentence-by-Sentence (S-by-S) manner.** You may use complete sentences, statements, or key words for each sentence.
 - a. You may want to outline using words from your source and then write the material in your own words when you write your essay.
 - b. You **may or may not use all of the outlining lines** provided.
- (4) Somewhere in your first sentence or two of each paragraph, you need to **transition** into your paragraph--a sentence or two that does all of the following:
 - a. **Transitions from the previous paragraph into this one**
 - b. **Introduces the next reason**
 - c. **“LINKS” that reason with the thesis.**

Note: This is why the first two outlining lines for each paragraph have the words LINK/Transition provided--to remind you to include that LINK/Transition.

All--Paragraph A of Body

Topic of PoB-A--First REASON: _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph B of Body

Topic of PoB-B--Second REASON: _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph C of Body

Topic of PoB-C--REASON: _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

- SS-4 _____
- SS-5 _____
- SS-6 _____
- SS-7 _____
- SS-8 _____
- SS-9 _____
- SS-10 _____

+ Eighty percent of the time the paragraph’s topic sentence (or LINK) falls within the first two sentences of a paragraph.

Lesson E. Sentence Structure/Advanced Checklist Challenge: Repeating Words and Phrases

All Add one set of **repeating words or phrases** (or more than one, according to your level). *If you have already done this, you should still “code” the CC check box(es) and the repeating words or phrases in your paper as directed by your teacher.*

Example:

- The spider sought **its prey**, captured **its prey**, and ate **its prey**.
- **The sneaky spider** sought its victim. **The sneaky spider** captured its prey. **The sneaky spider** ate its dinner.

One tip that any writing teacher will give you is not to be **redundant**. **Don’t use the same word over and over again.** Use synonyms. Use a thesaurus.

While this is true, the great irony is that many of the greatest writers and speakers broke this rule for some of their best lines.

Look at the following list of **great “series of three” sentences**.

We pledge to each other our lives, our fortunes, and our sacred honor.

The government of the people, by the people, and for the people shall not perish from the earth.

Never before in the field of human conflict was so much owed by so many, to so few.

Cancer can take away all of my physical abilities. It cannot touch my mind, it cannot touch my heart, and it cannot touch my soul.

All of those are powerful. Why is it alright to **repeat a word in some cases and not in others?** The answer lies in the **purpose behind using the word**.

Every time you use a word repeatedly, the reader’s attention is drawn to that word. This can be a good thing or a bad thing.

If a word is used over and over again just because the writer can’t think of another word (or is too lazy to get out the thesaurus), the reader will be distracted. Rather than focusing on the message, the reader keeps going back to that word repeated randomly for no apparent reason.

However, **if you repeat an important word on purpose, people will notice and realize that is an important word.** This is great because you want to call attention to the most important parts of what you write; this technique is a great way to do it.

When you use a repeating word or phrase in a list, it adds rhythm to your writing. Many times using repeating words will highlight the words in the list that are different.

Use repeating words sparingly. There are many ways to highlight important information in your writing, and repeating words are not subtle. **They are the writing equivalent of standing on the table and shouting. Make sure your point is important enough to really highlight.** If you use repeating words during a contest essay, only use the technique once.

<> E. On the lines provided, write ten sentences using repeating words and/or phrases.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

SAMPLE

Lesson F. Write On: Quote Rules and Samples

You are assigned the addition of at least one quotation in this project. You will want to learn even more about quotations in order to do this well.

Punctuation Rules

1. Always put periods and commas **inside** a closing quotation mark in the United States:
 - a. He said, “Old soldiers never die; they just fade away.”
 - b. “Old soldiers never die; they just fade away,” he said.
2. Put a question mark or exclamation point inside the closing quotation mark only if **it is part of a quotation**; otherwise, the question mark or exclamation point should be placed outside the closing quotation mark:
 - a. “Is he coming over?” they asked. (Place the question mark **inside** the closing quotation mark since the question mark is part of the quotation.)
 - b. “Watch out!” he exclaimed. (Place the exclamation point **inside** the closing quotation mark since the exclamation point is part of the quotation.)

Speech Tag Rules

1. A speech tag (words showing who the speaker is) can come before or after the quotation. (Speech tags are **not** surrounded by quotation marks.)
 - **She said,** “He is kind.”
 - “He is kind,” **she said.**
2. When a speech tag comes at the beginning of a quotation, a comma should follow the speech tag:
 - Dad **said,** “Get all of your jobs done.”
3. Use a comma at the end of a declarative (statement) quotation instead of a period even if a complete sentence (in quotation marks) comes before the speech tag: “I read it,” he said.
 - a. A sentence may only have one period.
 - b. You must use a comma inside closing quotation marks in a sentence with an ending speech tag--not a period (since your sentence already contains a period at the end of it--after the ending speech tag).
4. When a speech tag comes at the end of a question or exclamatory quotation, a question mark or exclamation point should be placed before the speech tag, inside the closing quotation mark (assuming that the question mark or exclamation point is part of the quote). A sentence with a quote **may** contain both a question mark or exclamation point (in the quote) and a period at the end of the sentence--just not two end mark periods.
 - a. “Have you read it?” asked Donna.
 - b. “Watch out!” Ray shouted.

<> F. Study the quotation box provided, following these steps:

- (1) Read the quote at the top of each one.
- (2) Read the Tips, one at a time, and look back in the quote to see how those tips apply to that quote.
- (3) Read the Details of the Quote Rule, also one at a time, and follow the underlining, bold fonting, and shading in the sample that explains the exact punctuation of that type of quote, speech tag placement, capitalization needed, etc.
- (4) Get help from your teacher to review these, if needed.
- (5) Go **S-L-O-W-L-Y** through the box. Circle, underline, highlight—whatever is needed to help cement the rules and examples given.

Basic Quotes With Beginning Speech Tag and Ending Speech Tag in Your Essay or Report

Details of Quote Rule -- With Beginning Speech Tag:

Helen Keller said, "Although the world is full of suffering, it is full also of the overcoming of **it.**"

- * said--A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)
- * "Although--Most of the time, a quote begins with a capital letter.
- * **it.** --Be sure the sentence's **ending period goes inside the closing quotation mark.**

Details of Quote Rule -- With Ending Speech Tag:

"Although the world is full suffering, it is full also of overcoming of **it,**" said Helen Keller.

- * "Although--Most of the time, a quote begins with a capital letter.
- * **it,** -- Be sure to **end your statement quote with a comma** (rather than a period) when you have an ending speech tag since your complete sentence will end in a period. Also be sure that your **comma is inside the closing quotation mark.** (You place a comma at the end of your quote when you have an ending speech tag because your sentence will have a period at the end of it. **A sentence should only have one period used as an end mark.**)
- * said Helen Keller.--A **speech tag found at the end of the quote begins with a lower case letter** (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself (the whole sentence--containing the quote) is a statement.

Lesson G. Composition: Writing Original “Expository” Essay

<> G. Follow these steps to write your essay.

- (1) **Read your original “Working” Thesis Statement** to remind you of what your entire essay needs to be about.
- (2) **Read the topic of your first Paragraph** of the Body **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph that you desire**—or mark through things that you do not want or re-number the sentence lines if you want your information in a different order.

Note About Thesis Statement: You will be writing an Opening Paragraph later. You do not need to include the Thesis Statement in your essay yet.

- (4) **Write the first paragraph of the body** of your essay (PoB-A) in your notebook or key it on the computer. Start with the Transition or Link Sentence.
- (5) Be sure to **double space** (if keying) or **write on every other line** if writing by hand.
- (6) **Continue the steps above** for the rest of the essay.

Note: Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the “formal” third person. Use the words *they, them, a child, parents, people, others, individuals, etc.*, not *I* or *you*.

Lesson H. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

There are many options when you are writing a persuasive essay about a famous person (such as this week's). Like all Opening Paragraphs, **you want your opening to make the reader want to continue reading.** Your Closing Paragraph should be memorable and sum up your position.

1. **Direct questions**--One of the best ways to create interest is to ask questions. The simplest way to do this is to ask the questions directly.
2. **Story or anecdote**--If you start with a clever story or anecdote, the reader will want to learn more about this problem.
3. **List of "animals, people, and organizations affected by current laws"**--If you start with a list of animals, people organizations affected by current laws, the reader will wonder more about the problem.
4. **Definition**--Define law or animal.
5. **Quote** about the problem
6. **"Bookend" your paper with an Opening Paragraph and a Closing Paragraph that are linked to each other.**
Here are some ideas you might want to use for "bookending" a paper about the problem of animal treatment laws:
 - a. **Start with animal in trouble and end with animal at peace**
 - b. **Start with person being held back by current laws and end with person achieving their goals**
 - c. **Begin and end with a story about a person or animal involved in the current laws (i.e. a continuing story)**

<> H-1. Read the Sample Opening Paragraphs provided for the Animal Treatment Laws Sample Essay provided at the end of this lesson (Sample Box for A). Notice how each type does a good job of introducing the essay while still staying true to its “type” and gives the Thesis Statement clearly in a position that is effective.

OPENING PARAGRAPH SAMPLES

DIRECT QUESTIONS

Who determines whether zoos and aquariums are caring for their animals properly? How about circuses? Can a citizen use the courts to require one of these organizations to change their treatment policies? How much space or water do these places have to give an animal? Can they just enclose these animals or do they have to provide them with mental stimulation? The answer to the first two questions is the underfunded and unaccountable Animal Plant Health Inspection Service (APHIS). As to the third question, the answer is no in almost all cases. As to the fourth and fifth, under current laws, the requirements for space, water, and mental stimulation are widely considered inadequate. I believe that more laws should be passed concerning animal treatment in zoos, circuses, and aquariums for three reasons: a lack of effective inspections, no legal ground for citizens to keep APHIS accountable, and insufficient animal care requirements.

Box E-1 Direct Questions

DEFINITION

According to Dictionary.com, an animal is “any member of the kingdom Animalia.” What is the kingdom Animalia? It is one of the five categories into which scientists place every living thing. Three major characteristics separate animals from plants, fungi, bacteria, or any other group of creatures. First, all members of Animalia consume organic material; second, they all breathe oxygen; thirdly, all of them are able to move. Scientists use other criteria as well, so some creatures that do not meet one of these requirements are still allowed in based on other aspects. However, for the purposes of animal treatment laws, these three characteristics are sufficient for what creatures fall under the domain of legislation. Knowing what to protect, however, does not determine what rights the government should guarantee these creatures. I believe that more laws should be passed concerning animal treatment in zoos, circuses, and aquariums for three reasons: a lack of effective inspections, no legal ground for citizens to keep APHIS accountable, and insufficient animal care requirements.

Box E-1 Definition

STORY

Katie is an inspector for the Animal and Plant Health Inspection Service (APHIS). Her job is to visit zoos, aquariums, and circuses that handle animals and make certain they are treating their animals humanely. Today she is making her yearly unannounced visit to a roadside zoo that has committed violations in the past. As she expects, they have not made the changes required to comply with the law. She warns them that they will be fined because this is a repeat offence and returns to her office with a decision to make. Should she file the paperwork necessary to have them fined, knowing the amount of haranguing she will have to do to convince her manager to allocate money for the extra visits to ensure their compliance? Or should she just hope her warning does the trick and check back a year from now as usual? Katie’s dilemma is only one of the problems APHIS inspectors currently face, and it is why I believe more laws should be passed concerning animal treatment in zoos, circuses, and aquariums. The three specific reasons I believe these rules should be added are a lack of effective inspections, no legal ground for citizens to keep APHIS accountable, and insufficient animal care requirements.

Box E-1 Story

<> **H-2.** Now that you have written the body of your essay, you are ready to write notes for an original Opening Paragraph. Follow these steps:

(1) Read the body of your essay aloud to yourself, and consider these options for opening your essay.

- a. **Characteristics**
- b. **Definition** and definition information
- c. A song or a poem
- d. A **story**
- e. A **dialogue**
- f. Quote
- g. Biography
- h. Other

(2) **In your notes, plan on what you will include in your Thesis Statement.* (You may tweak your original Thesis Statement to fit in your Opening Paragraph however you see fit.)**

- a. Remember, a Thesis Statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
- b. It should be a sentence or two in length and should introduce your reader to your topic.
- c. It may be at the very beginning of your Opening Paragraph or at the end of your Opening Paragraph.
- d. It should bridge the gap between your catchy Opening Paragraph and the body of your essay.

(3) Write enough notes for **7-10 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(4) You may just jot down some thoughts, references, etc., for your Opening Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your essay.

(5) **You may plan to write your Opening Paragraph in a different “person” (first person, second person, etc.) if the content warrants it.**

- a. For example, if you are using an opening story, you may tell it in first person (if needed).
- b. If you are using an opening challenge, you may tell it in second person, etc.
- c. Note that Opening and Closing Paragraphs are times during informative writing when it is acceptable to write less formally and to change persons and/or tenses as the type of Opening Paragraph you are writing determines.

***Note: If you are used to writing Thesis Statements and Opening Paragraphs, you may experiment with putting your Thesis Statement later in your Opening Paragraph--even at the very end of your Opening Paragraph, if desired. Sometimes this helps the flow of your Opening Paragraph when you are using a story or other information in your Opening Paragraph that you want to keep all together--then follow all of this with the Thesis Statement.**