**JUVENILE JUSTICE ARGUMENT ESSAY**

**Unit 5 CSA Writing Prompt:**

Using more than one source, craft a thesis to explain how juveniles should be sentenced after committing a violent crime. Once you have a thesis select the most relevant information to support your thesis. Then, write a multi-paragraph synthesis essay explaining your thesis. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source or title or number when quoting or paraphrasing details or facts from the sources.

THESIS= Issue + POV

Write your thesis here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**OUTLINE**

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| --- | --- |
| **Paragraph 1** | **INTRODUCTION*** Introduce the issue on whether or not juveniles should be sentences the same as adults
* State Thesis
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| **Paragraph 2** | **AGE/CAPACITY FOR CHANGE*** Write a paragraph where you share your thoughts (without using I) about how age should factor into sentencing. You can cite court cases and establish rules for what types of crimes, in your opinion, would warrant an adult trial. Support your opinions and claims with evidence.
* Also, include how you feel in regards to kids’ capacity to change. Citing “Second Hand Kids” would be a great addition to this section. Make sure to point how juvie is much more rehabilitative than prison.
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| **Paragraph 3** | **ENVIRONMENTAL FACTORS*** Write a paragraph where you share your thoughts on how parents an environment help shape a minor. Do you think judges should cut juveniles slack if they’ve had hard lives? Why or why not? Citing Alonzo’s story here would offer great support. Feel free to add mutliple sources in each paragraph.
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| **Paragraph 4** | **RACIAL PROFILING*** Write a paragraph where you discuss issues relating to racial profiling and unequal punishment of white minors vs minority minors. Suggested: include quotes from “The Poverty Trap” or “Thirteen”.
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| **Paragraph 5** | **COUNTERARGUMENT*** Anticipate the counterargument (what people would say in defense of sending kids to jail regardless of age and crime) and explain why it’s a bad idea. Try not to repeat any valid points you’ve made elsewhere

in the essay. Include at least one citation. You can also talk about how inappropriate it is to send a child to an adult prison. |
| **Paragraph 6** | **CONCLUSION*** Repeat your thesis and briefly call back to the three subtopics. Include a killer clincher sentence or call-to-action.
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|  | **WORKS CITED** * Include entries for a minimum of five sources.
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**WHERE CAN I PULL INFORMATION FROM?**

* Frontline video about Alonzo
* Second Hand Kids Documentary
* Thirteen documentary
* Poverty Trap Article
* Article packet
* Outside sources that you find (EBSCO, .gov, .org)
* \*Any source coming from the internet must be prior approved from Engelbert!

**ESSAY LENGTH: 3-5 pages, MLA format**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **10** | **8** | **6** | **4** |
| **MLA FORMAT** | 12 Pt Times New Roman, slug, indents, subheadings | 1-2 errors | 3-4 errors | More than 4 errors |
| **GRAMMAR** | Perfect punctuation and grammar. Five examples of diction are highlighted. | 1-3 errors | 4-6 errors | 6+ errors writer forgot to highlight diction examples |
| **WORKS CITED** | A minimum of five sources are cited and formatted correctly | 1-2 errors | 3-4 errors | Missing at least one source |
| **STYLE/****STRUCTURE** | Great transtions, strong rhetorical verbs, topic sentences, varied sentence patterns | Goodtranstions, strong rhetorical verbs, topic sentences, varied sentence patterns | So-so | Needs Work  |
| **AGE** | Includes a min. one outside source. Thoroughly explained, interpreted and tied back to thesis and topic sentence.  | Includes a min. one outside source. Mostly explained, interpreted and tied back to thesis and topic sentence.  | Paragraph mentions details but evidence is not explained and tied back.  | Paragraph needs work-not cohesive |
| **ENVIRONMENTAL FACTORS** | **Same** | **Same** | **Same** | **Same** |
| **RACIAL PROFILING** | **Same** | **Same** | **Same** | **Same** |
| **COUNTER-ARGUMENT** | Expertly anticipates other arguments and debunks them with 1+ piece(s) of evidence. | Effectively anticipates other arguments and debunks them with 1+ piece(s) of evidence. | Mostly anticipates other arguments and debunks them with 1+ piece(s) of evidence. | Anticipates argument but is missing additional evidence. |
| **INTRO & CONCLUSION** | Book ends. Thesis repeated. Call to action or killer clincher. Rhetorical verbs and effective, academic tone.  | Mostly | So-so | Needs Work |

**PARAGRAPHS 1-3 DUE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ENTIRE ESSAY DUE:: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**