



UNIT 5.03

WHY SHOULD I CARE?

SCHEDULE

Day 1
Action News
Reader's Theater

Day 2
Characters' Perspectives

Day 3
Word Study

Day 4
Journals and Journeys

Day 5
Math
Help Inventory

Day 6
Share Your Findings
Word Study

Day 7
Word Study
Article

Day 8
Prepare to Debate

Day 9
Prepare to Debate
Debate

Day 10
Writing

This page has been left blank intentionally.

Action News

Why should I care?

Japanese Tsunami Fund

SHARON WRIGHT: Good morning, fifth graders! Today, Reid Moore is reporting from Tubman Elementary School, where students are in the midst of a celebration. What's going on over there, Reid?

REID MOORE: Hello Sharon, and hello student viewers! There is a tremendous celebration underway at Tubman Elementary School. There is music and balloons, and the auditorium is filled to capacity. The big news is that the student council just presented a \$400 check to a representative of the Japanese Tsunami Fund.

SHARON: Did you say \$400, Reid? That's a **significant** amount of money. Why were the students motivated to help Japan? It seems like Japan is pretty far away.

REID: Remember what happened in Japan in 2011? An earthquake triggered a tsunami—a wall of water that was so destructive that it knocked down houses and washed away buildings and bridges. Many, many people died.

SHARON: It was a terrible event. But back to the students and their fundraising: How old are they anyway?

REID: Well, the fifth-grade students we talked to said that they felt it was their **moral obligation** to help the Japanese because they were in need. They said that we are all part of the global community. Something that **affects** the Japanese **affects** us as well, they said.

SHARON: They sound so mature and well informed. I think they're right, but a lot of people wouldn't respond with the generosity the students displayed. So Reid, I've also heard that the tsunami is physically **affecting** our coast. The remains of many buildings and bridges and homes that were destroyed have been swept out to sea and are heading to the United States and other countries as well.

REID: That's right, Sharon, it's already happening. People in Oregon have had motorcycles, soccer balls, and mountains of trash or debris wash up on their beaches. Some analysts say that we'll have debris washing up on U.S. beaches until the year 2015.

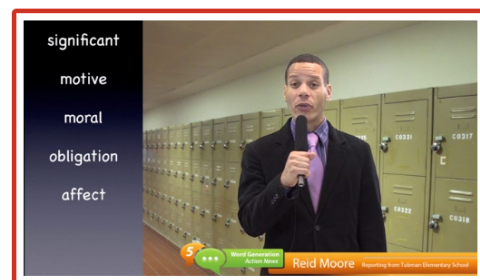
SHARON: So, the tsunami is not only impacting the Japanese people, but it's impacting many other world regions. We are all interconnected, I guess.

REID: This is what these fifth graders already understand. I'm glad we have such caring and responsible young people reminding us that we are all part of a global community.

SHARON: Thank you for that report, Reid. We'll continue to keep you informed regarding the impact of the Japanese tsunami on our local community and on our country. This is Sharon Wright, signing off!



Discussion question: Have you ever collected money or other items to help people that you don't know? If so, what was your **motive**?



wordgen.serpmedia.org/action_news

Reader's Theater

Why should I care?

Tubman Students Celebrate Fundraising Achievement

At Tubman Elementary School, students are having a class party to celebrate the money that was raised for the Japanese Tsunami Fund.

Line

- 1 **Maari:** Francisco, did you really eat all the cake? Please tell me you didn't. We all worked so hard to collect money for the fund. The bakery down the street made this cake for all of us as a thank you gift for all our hard work!
- 2 **Francisco:** Wait a minute, I earned every crumb of that cake. I went out collecting money every afternoon for the tsunami fund. That's why I got the prize for raising the most money for our collection.
- 3 **Hilde:** But, you didn't mention that you raised more money because you broke one of the rules. We weren't supposed to collect from anyone at the subway station.
- 4 **Maari:** Does it really matter? The most important thing is that Francisco raised what the teacher called a **significant** amount of money to help the cause. I only wish the whole school could have done more. It's our **moral** responsibility to help other people who are suffering. The people in Japan need our help.
- 5 **Hilde:** I don't mind helping others, Maari, but what about the people in our town that need help too? It's not our **obligation** to help everybody. I have another idea! Maybe we should just keep this money for our own school and buy new computers for our class. We need new computers, and Japan can just take care of itself.
- 6 **Francisco:** But we need to help Japan because the sooner the country recovers from the earthquake and tsunami, the sooner they'll start producing more Playstations.
- 7 **Hilde:** What? Are you saying that your only **motive** to raise money was Playstations?
- 8 **Francisco:** Pretty much. If the earthquake had happened in Australia, I wouldn't have invested so much time raising money. I'm not really sure what they make in Australia.
- 9 **Maari:** This is unbelievable. I can't believe what you're saying! What if a disaster hit our community, and no one cared? What if no one helped us?
- 10 **Hilde:** Then we would just help ourselves. Instead of worrying about other communities' problems, we should make our own community stronger. If we build our houses, roads, and bridges stronger now, then they won't fall apart in earthquakes or hurricanes or tsunamis.

Reader's Theater continues on the next page.

Reader's Theater, continued

Why should I care?

- 11 **Maari:** I'm sure the Japanese built strong cities and towns, but the tsunami was just too powerful. Why can't we focus on the fact that we aren't isolated from each other—that we share the same planet, and that we're interconnected? Ocean **currents** are carrying debris our way. It's going to **affect** our shorelines and our ecosystems. Beaches will close down and summer's coming. Don't you at least care about our beaches?
- 12 **Hilde:** Well, when our beaches are **affected**, I'll be out there cleaning up. But in the meantime, I think that we should just wait until trash and debris actually come to us before we start worrying about it.
- 13 **Maari:** But you care about a lot of other things, Hilde. What about the pandas you're so crazy about? They're endangered, and I know you belong to a group that raises money to save them.
- 14 **Hilde:** Yeah, but they're cute! Trash and debris from the tsunami are harder to love.
- 15 **Francisco:** I think I'm beginning to see Maari's point. I guess it's a win-win situation – helping people and getting something in return.
- 16 **Maari:** Well, it's good that we can disagree and still be friends.
- 17 **Hilde:** You're right. Let's go play! But first we need to clean up our own debris so we can go to recess!



Discussion questions: What impact did the earthquake and tsunami have on Japan? What impact do the characters think this event will have on the United States?

Writing: Do you feel it is your **moral obligation** to help people in need even though they live far away? Why or why not?

Characters' Perspectives

Why should I care?

Maari, Francisco, and Hilde

Put yourself in the shoes of the characters from the Reader's Theater. What does each character think about helping the people of Japan after the earthquake? Circle the correct sentence for each character. Then, write another statement that the character might say in each character's bubble. Make sure that you can explain why you chose your statements by using evidence from the Reader's Theater.



Maari

Maari believes we should care about others because we are all connected.

Maari believes she should be paid to help others **affected** by the tsunami.

Maari didn't like the cake that the bakery donated.



Francisco

Francisco thinks their class should have bake sales each month to support different causes around the world.

Francisco thinks that Japan should take care of its own problems.

Francisco thinks that he should help others only if there's something in it for him.

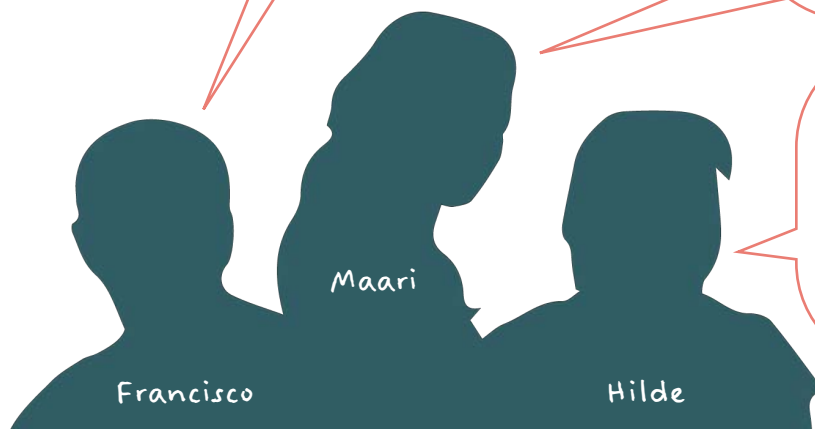


Hilde

Hilde thinks that the Japanese should take care of themselves.

Hilde doesn't care about the beaches because she doesn't swim.








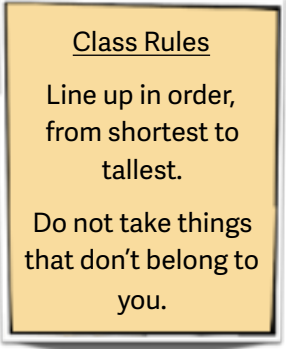


Hilde thinks that helping the Japanese is more important than a new computer lab.



Word Study









Why should I care?

A Closer Look at Our Focus Words

	obligation	moral	current
Definition 	<i>(noun)</i> something you have to do; a requirement	<i>(adjective)</i> relating to right and wrong; ethical <i>(noun)</i> the lesson or teaching of a story; an idea based on beliefs about what is right and what is wrong	<i>(adjective)</i> happening or relating to the present time <i>(noun)</i> the movement of a substance (e.g. water or air) in one direction; flow
Turn and Talk 	Do parents have an obligation to buy presents for their children?	Is it moral to tell a lie to protect a friend?	How would you describe the current weather?
Other Forms of the Word 	obligatory <i>(adjective)</i> required	immoral <i>(adjective)</i> wrong or bad; unethical	currently <i>(adverb)</i> happening now
Choose a picture 	Circle the person who has an obligation to protect others.   	Which rule is about morals ? 	Which telephone looks more current ? 
FUN FACTS	Can you say “thank you” in Portuguese? <i>Muito obrigado!</i> This actually translates to “ <i>much obliged</i> ” in English. “Much obliged” is another way of saying “thank you,” especially in the Southern United States.	Many children’s stories and fables end with a specific moral . Do you know the moral of the story “The Boy Who Cried Wolf”?	Current is a word with many meanings. There are “ current events” and rivers with “strong currents ” and “120 volts of current ” in our electric wires. What do all of these meanings have in common?
Cognates 	obligación (Sp) obrigação (Por)	moral (Sp) (Por)	corriente (Sp) courant (Fr)

Word Study, continued

Why should I care?

	affect	motive	significant
Definition 	(verb) to have an influence on; to change	(noun) a reason to do something	(adjective) meaningful or important; large in quantity
Turn and Talk 	How does eating too much candy affect your teeth?	What is a motive for stealing food?	How can pets make a significant change in someone's life?
Other Forms of the Word 		motivate (verb) to give a reason to do something	insignificant (adjective) small or not important
Choose a picture 	Which boy seems affected by the sad film? 	Which animal has a motive to go hunt? 	Circle the picture that shows a significant amount of money. 
FUN FACTS	Affect is a verb with a tricky related noun. If you affect something, you have an <i>effect</i> on it. Lots of adults confuse these two words. If you can get them right, three stars and a head start to college!	Mot- comes from the Latin word <i>motus</i> which means "move." What do the meanings of these words have in common? motor automotive motion motive	Some people call their partners, husbands, or wives, "my significant other." Why do you think they do this?
Cognates 	afectar (Sp) afeta (Por)	motivo (Sp) (Por)	significante (Sp)

Journals and Journeys

Why should I care?

Hester's Journal

Boston, 1637

Dear Journal,

Now that we are settled in Boston, and I am feeling at home here, let me tell you about where we live.

We live next to our neighbors around the edge of the common. Because we live so close to the common, Father has purchased a cow to graze there. Now we have milk every day. In the morning, I go with him when he walks the cow to the common. And sometimes I watch him and the other men cut the trees there that we all use for firewood.

Because we live so close to our neighbors, it is easier for us to help one another. Now our neighbors truly need our help. Chloe and Nathaniel's mother died last week during her sleep. She had been weak and sick ever since we got here from England. Mother told me that I must spend the whole day making candles to give to Chloe and her family. I used to think candle making would be fun, but instead it is an unpleasant obligation! My clothes and even my hair become dirty with tallow, which smells horrible and makes my clothes and hair difficult to clean. I want to help my neighbor through this difficult time, but I had been looking forward to playing with Mercy on the common. I know my duty is to be a good neighbor, but sometimes I wish I could do what is fun rather than do what is right.

Hester

tallow: hard fat from parts of the bodies of cows, sheep, or horses



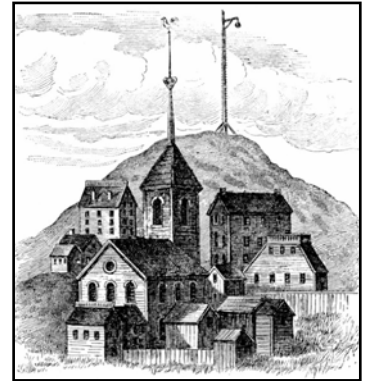
Journals and Journeys, continued

Why should I care?

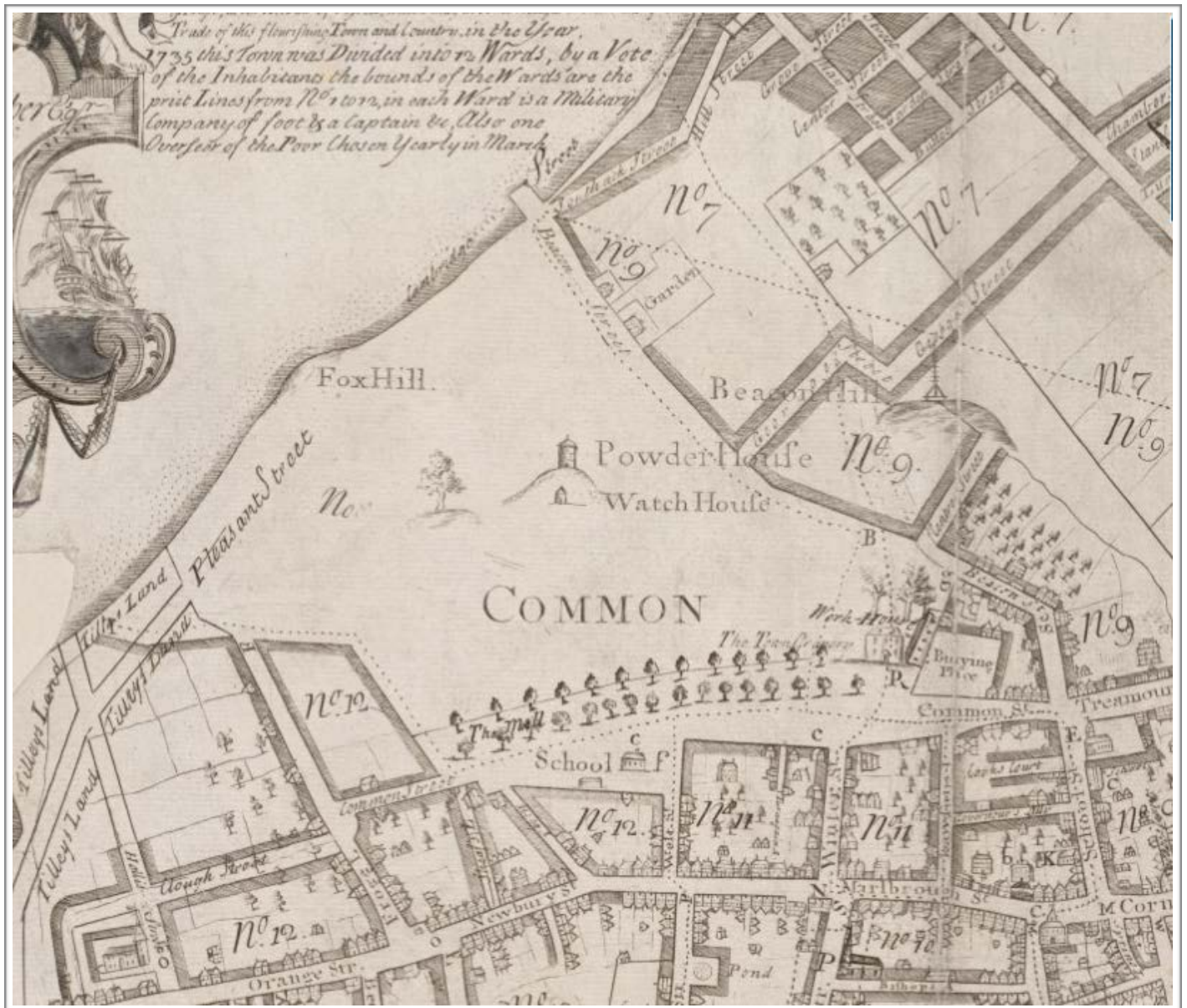
The Common

In the Massachusetts Bay Colony and other towns many years ago, the community's houses were organized around a common. In some small towns, the families' houses, with some land around them for a garden, were arranged around the edge of the common. This arrangement **affected** the community members' ability to support and protect one another.

Unlike in England, there were no nobles who owned the common land. In the New World, the Puritans were able to determine how to manage the common and the land around it. This idea of shared land and a shared purpose for the community still remains in the official name of Massachusetts—the “Commonwealth of Massachusetts.” Currently, a **significant** number of towns and cities in New England (the states of Massachusetts, Connecticut, Rhode Island, Maine, Vermont, and New Hampshire) still have a common, which is sometimes now called “the green.” In modern times, the common is more like a public park rather than a place used for cutting wood and pasturing cows! Some commons are the loveliest spots in towns, but looking beautiful wasn't their purpose in Hester's time.



Source: Pratt, Mara L.
American's Story for America's Children: The Early Colonies.
Boston: D.C. Heath & Company, 1901.

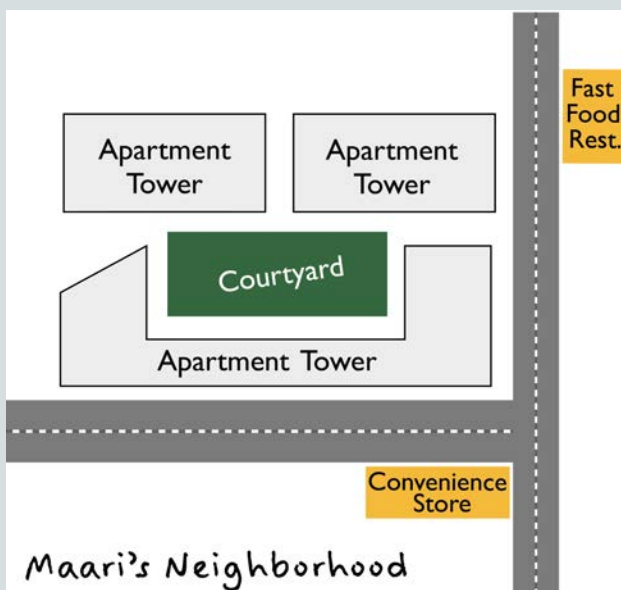
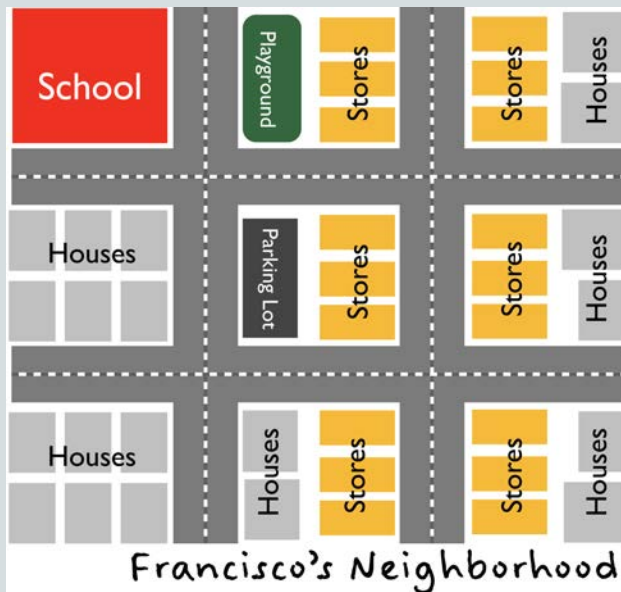


Source: Price, William, 1743. Boston, Massachusetts.

Journals and Journeys, continued

Why should I care?

As you learned in Hester's journal, the colonial community of Massachusetts Bay was organized around a common with the **motive** of keeping neighbors safe and supported. In **current** times, communities can be organized in many different ways. Francisco, Hilde, and Maari made sketches (quick drawings) of their communities. Take a look at their sketches and think about how their communities are organized.



Notes:

Journals and Journeys, continued**Why should I care?**

Now it's time to think about your community. In the box below, make a sketch (quick drawing) of your neighborhood. Include the houses, parks, stores, and buildings around your home. If you live in the country, include farms, woods, lakes, and pastures. When you are finished, put stars in the common areas where people gather.



A large, empty rectangular box with rounded corners, intended for a student to draw a sketch of their neighborhood.

Think about how Hester described her community in her journal. On the lines below, compare and contrast your neighborhood to Hester's. How are they similar, and how are they different?

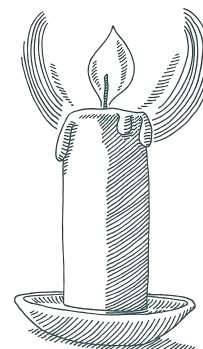
Five horizontal lines for writing a comparison and contrast of the student's neighborhood to Hester's.

Math

Why should I care?

Candle-Making

Hester's mother asked Hester to make more candles for other families of their community. Her mother felt it was their **moral obligation** to help others in need. She reminded Hester that the death of Chloe and Nathaniel's mother was a **significant** loss to the entire community. Hester had a **motive** to help Chloe and Nathaniel even though she hated making candles. Hester had to make more candles than usual and needed to figure out how to best use what materials she had.



1. Every candle has a wick so the candle can burn and give off light. Wicks are dipped in tallow (or wax) repeatedly until a candle is formed. Hester has a wick that is 4 feet long. There are 8 members in Chloe's family. If Hester gives each person a candle, what is the length of each candle?

Use the number line to explain your answer.



Write a number sentence that represents the situation:

2. Hester also has a 3-foot length of wick, and she needs to make $\frac{1}{2}$ -foot candles for another family. How many candles can Hester make?

Use the number line to explain your answer.



Write a number sentence that represents the situation:

3. After making all of her candles, Hester has 2 feet of wick left over. How many 4-inch candles can Hester make? (Hint: 1 foot = 12 inches)

Use the number line to explain your answer.



Write a number sentence that represents the situation:

Help Inventory**Why should I care?***How much do we help?*

How many times did someone help you in the last 24 hours? How many times did you help someone else during this time? Think about the times when someone opened a door for you, or a family member drove you somewhere. Did you help your siblings with homework, or did you wash the dishes after dinner? Write down each action. Then, tally all of these events in the correct column below.

ACTIONS:	SOMEONE HELPED YOU	YOU HELPED SOMEONE ELSE
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>
TOTALS:		

Share Your Findings**Why should I care?***Thinking About Helpful Actions*

Looking at the chart you filled out on Day 5, compare how many times you helped someone else with how many times someone helped you.

1. When you did help out, was it your **obligation** or did you have a special **motive**? Explain.

2. Think about the times that other people helped you. Was it their **obligation**? Did they have a **motive**? What are other people's **obligations** to you?

3. Imagine you were isolated, and no one was there to help you do one of the things on your chart. How would you have been **affected** by not having the help of others?

Word Study

Why should I care?

Prefixes

A *prefix* is a group of letters that can be added to the beginning of a word to change its meaning. For example, if you add the prefix *un-* to the word *happy*, you get *unhappy*. You changed the meaning from someone who is glad to someone who is sad. This is a **significant** change!



inter-

In English, the prefix *inter-* has to do with the idea of connections. *Inter-* comes from Latin and means “between or among.” For example, *international* means “between or among nations.”

Fill in the chart with the meanings of these words.

international	between or among nations
intercontinental	
interconnected	
intergalactic	

extra-

Extra is a word on its own, but it can also be used as a prefix. It means “outside of.” For example, *extraordinary* means “outside of the ordinary or unusual.”

Fill in the chart with the meanings of these words.

extraordinary	out of the ordinary, unusual
extrasensory	
extraterrestrial	
extracurricular	

Word Study

Why should I care?

Verbs to Nouns

Abracadabra! Turn a verb into a noun!

Many words have a *suffix*, which is an ending that changes the meaning of the word and how it is used. For example, some suffixes change verbs into nouns. A verb is an action word, like *collect* or *act*. A noun is a word that names a person, place, or thing, like *collection* or *action*. The suffix *-ion* changes some verbs into nouns. For example, *discuss* is a verb—it tells what someone does. But *discussion* is a noun, as in “My class enjoys having discussions.”

One small detail to remember when using the suffix *-ion* is that sometimes you need to drop the “e” before adding *-ion* to have the correct spelling. For example, *obligate* changes to ***obligation***.

Below is a list of verbs. Turn them into nouns using the suffix *-ion*. Then write a sentence using the verb or noun form. You can use the *celebrate* example as a model.



VERB	NOUN	Use in a sentence
celebrate →	celebration	My last birthday celebration was at my house.
communicate →		
integrate →		
motivate →		
isolate →		
subtract →		

Article

Why should I care?

*The Skilled Veterans Corps***Think before you read:**

Would you put yourself in a dangerous situation for the safety of others in your community?

Most people look forward to something called *retirement*, when they can stop working and enjoy time for themselves. Many Japanese senior citizens were doing just that when the March 2011 earthquake and tsunami hit Japan. The natural disasters caused **significant** damage around the country, including damage to a nuclear power plant in a city called Fukushima. The nuclear power plant began to release radioactive materials that are extremely dangerous to humans and can cause cancer. Many young engineers were asked to go into the plant to fix leaks and clean up spills.



Yasuteru Yamada said people from all walks of life were welcome to join the group. Photo: BBC News

Yasuteru Yamada, a retired engineer, knew a lot about how these plants worked. He was watching the news about the damage to the plant. He decided that it was the older generation's **obligation** to perform the dangerous job of cleaning up. He decided to go to Fukushima to help the cleanup effort, together with more than 400 other retired men and women who joined his cause. They called themselves the Skilled Veterans Corps.

Yamada believed that it was a **moral obligation** for older people to help out. Yamada pointed out that it would probably take 20 to 30 years for the radiation to **affect** the members of the Skilled Veterans Corps. "I am 72, and on average, I probably have 13 to 15 years left to live," he said. "Therefore, we older ones have less chance of getting cancer."

Some of the members of the Skilled Veterans Corps had another **motive** for helping out: They felt personally responsible for the power plant. They say that it was their generation that built the nuclear power plant at Fukushima, and they were the ones who benefited from the power that it produced. The Corps was made up of former scientists, engineers, machine operators, construction workers, two cooks, and even a singer who wanted to help. Yamada said that everyone was welcome to join.



Discussion question: What were the reasons that Yasuteru Yamada decided to help the younger generation address this terrible problem instead of enjoying his retirement?

Writing: Do you agree with Yasuteru Yamada that it is the **moral obligation** of the older people in Japan to help out with the nuclear cleanup? Why or why not?

Prepare to Debate

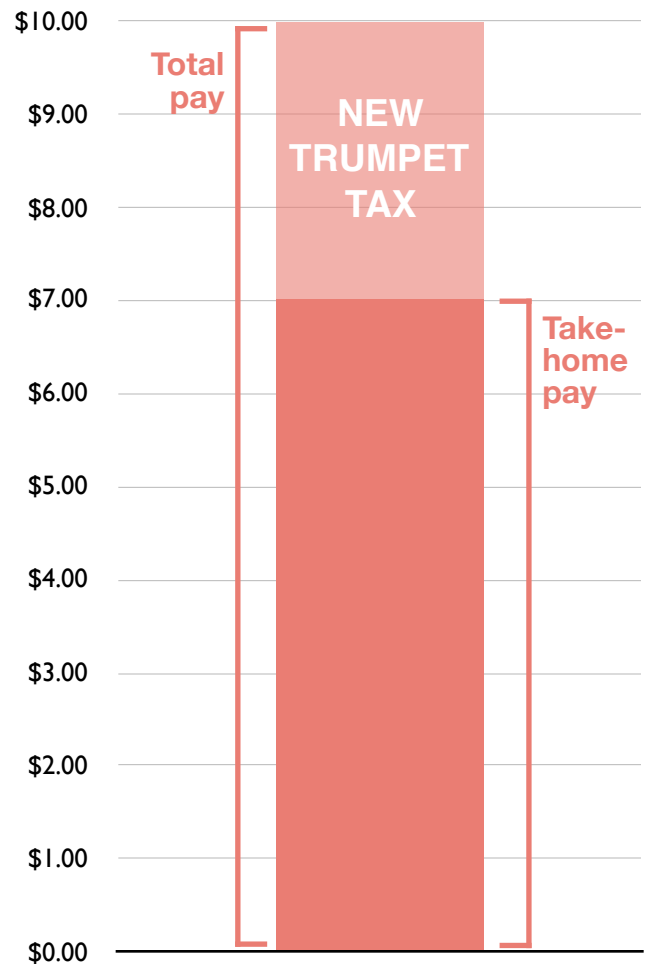
Why should I care?

Learning from Controversy at Huerta Elementary

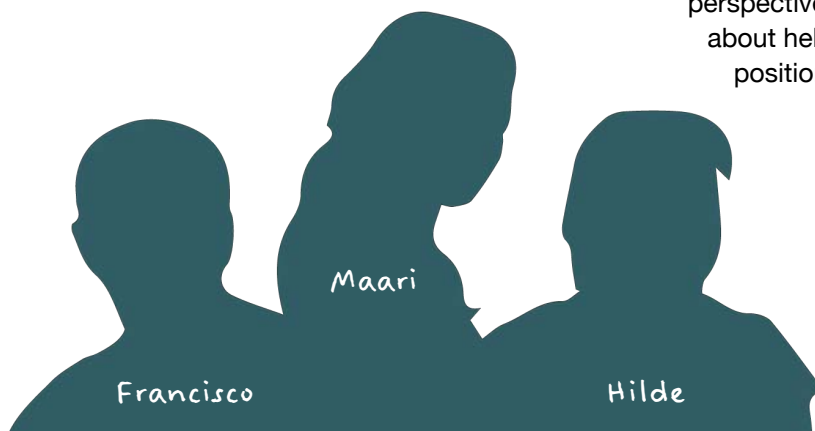
In the Reader's Theater, we read about how the Japanese earthquake and tsunami made a big impact on the students at Tubman Elementary School. They were disturbed by the suffering this caused the Japanese people and by the debris that the ocean **currents** brought, which **affected** the United States as well.

Inspired by the successful fundraiser at Tubman Elementary, several students from Dolores Huerta Elementary School decided they should work to clean up their own community. The students told their school principal that they wanted to improve the appearance of their community by removing the graffiti that currently covers many buildings close to school. Principal Santana said he would pay each student \$10 to clean up the graffiti, but that the school would take out a \$3 tax to support buying new trumpets for the school band. Principal Santana said a tax is a required payment that helps the entire community.

Principal Santana's request created quite a bit of controversy among the students. Some students believe it is their **obligation** to clean up the graffiti. Their only **motive** is to help out even if they don't get paid for it. Others are happy to be paid to clean up the graffiti, but also feel it is their **moral** responsibility to pay the tax to the school. Still another group of students feels that they should get paid the \$10 but should not have to pay the \$3 tax to the school, since \$3 is a **significant** part of the money they would earn.



What would Maari, Francisco, and Hilde think about what's happening at Dolores Huerta Elementary? Consider the perspectives that the characters in the Reader's Theater had about helping the people of Japan. What do you think their positions would be on Principal Santana's idea of paying \$10 but taking out \$3 as a tax for the school?

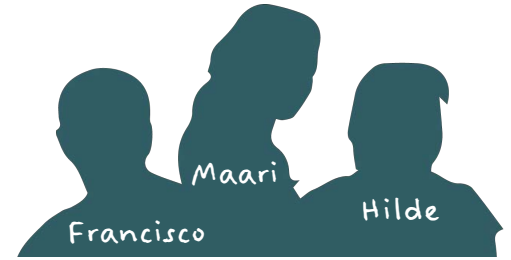


Prepare to Debate, continued

Why should I care?

Which claims would Maari, Francisco, and Hilde support? How do you know?

1. Check the correct name of the character below each position.
2. To the right of the character names, explain what reasons they would give to support their positions.
3. Use this week's focus words in your answer to practice for tomorrow's debate!



→ We should pay the tax because we are all part of an interconnected community.

☐ Francisco ☐ Maari ☐ Hilde

→ We shouldn't pay the tax. We know best how to spend our money.

☐ Francisco ☐ Maari ☐ Hilde

→ I'll pay taxes if you can prove that it will directly benefit me.

☐ Francisco ☐ Maari ☐ Hilde

Turn, talk, and write:

Which perspective do you agree with? Why?

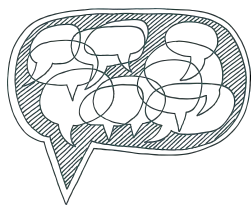


Notes:

[illegible]

Debate

Why should I care?

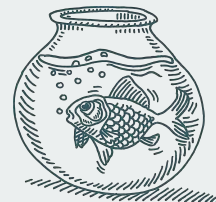


Are we responsible for each other?


In the newscast and Reader's Theater, we read about how the students in Tubman Elementary School responded to the Japanese earthquake and tsunami. Today we will debate the main topic of the unit, *Why should I care?* in the context of the principal's request to have students contribute a \$3 tax from the \$10 they receive for cleaning graffiti. We will use a fishbowl format to set up the debate.

Fishbowl Roles

In a fishbowl debate, each student has an important role.



1. **Inner circle:** Your task is to represent one of the perspectives from the Reader's Theater. It's important for you to think about what perspective you were assigned and the supporting reasons for that perspective. You can use information from Days 1, 2, and 8 to keep your character's perspective in mind.
2. **Outer circle:** Your task is to analyze the quality of the debate. Although you are not directly participating in the discussion, your job is to pay close attention to what's being said. Your teacher will assign you to one of the rows below, which will describe the debate characteristic that you have to evaluate.

Use of focus words	Tally how many times the focus words were used.  <div> obligation _____ current _____ affect _____ moral _____ motive _____ significant _____ </div>	
Fairness	Did everyone get an opportunity to speak? <input type="checkbox"/> yes <input type="checkbox"/> no	Examples: _____ _____ _____
Norms	Did everyone follow the debate norms? <input type="checkbox"/> yes <input type="checkbox"/> no	Examples: _____ _____ _____
Reasoning	Did debaters use what they read to support their positions? <input type="checkbox"/> yes <input type="checkbox"/> no	Examples: _____ _____ _____



Turn and Talk: Did your perspective change after the debate? Why or why not?

Writing

Why should I care?

Communicating with Congress

Imagine that elected government officials are discussing the issue of who will pay to clean up the beaches in the state of Oregon when the debris from the earthquake and tsunami arrives from Japan. Your local representative to the United States Congress, Isabella Jones, has argued that this will cause such **significant** damage to Oregon that all Americans should help pay for it. She says that it is everyone's **moral obligation** to help our country even if this means raising taxes for all.

People in your state have been writing many letters to Representative Jones arguing about this issue. Here are two letters:



Dear Representative Jones,

I am a responsible taxpayer who lives in Iowa. I do not feel it is my **current** responsibility to pay for the cleanup of Oregon. Oregon is part of the United States, but it is not MY state, and I did not cause the tsunami or the earthquake that destroyed parts of Japan. The debris from the tsunami will not **affect** my state or me personally. I believe it is not **moral** to ask citizens of one state to pay for what **affects** citizens in another state.

Do you want to know what I really think? Everyone should take care of their own problems and we'd all be okay.

Sincerely,

Mr. J. Anderson

Dear Representative Jones,

I would like to take this opportunity to explain my **motive** for supporting the new tax. Like you, I believe that every citizen should contribute money to this cause, but for a different reason. Currently, many Americans are trying to improve their health by changing their diets. Fish can be a healthy option that replaces other types of meat, like beef or pork. Oregon produces a **significant** amount of fish, which is eaten all over the country. Many fish could die and become poisonous if debris enters the waters off Oregon's shores. I would not say that it is our **moral obligation** to help Oregon clean up the debris from Japan's tsunami, but I do think that it is in our best interest to make sure that Oregon can continue to provide fish for the rest of the country.

Thank you for supporting such an important cause.

Yours,

Indira Jethalal, M.D.

Writing, continued

Why should I care?

Write your own letter to Representative Jones. Be sure you cover the following points in your letter:

- Who do you think is responsible for cleaning up the debris that will hit the shoreline of Oregon?
- How would you feel about having to pay taxes for the cleanup if your state wasn't **affected**?
- Use an example from the unit or your own life to help support your argument.



Dear Representative Jones,

Now, check your writing. Did you...

- ☐ make clear your own opinion about the issue?
- ☐ give reasons to support your opinion?
- ☐ include focus words to make your writing stronger?