

PRACTICE THE TASK

Should a business have the right to ban teenagers?

**You will read:**

- ▶ **A NEWSPAPER AD**
Munchy's Promise
- ▶ **A BUSINESS ANALYSIS**
Munchy's Patrons, July and October
Munchy's Monthly Sales, July–October
- ▶ **A STUDENT BLOG**
Munchy's Bans Students!
- ▶ **A NEWSPAPER EDITORIAL**
A Smart Idea Can Save a Business

You will write:

- ▶ **AN ARGUMENTATIVE ESSAY**
Should a business have the right to ban teenagers?

Source Materials for Step 2

AS YOU READ Analyze the ad, business analysis, blog, and editorial. Think about the information, including the data contained in the sources. Annotate the sources with notes that help you decide where you stand on the issue: Should a business have the right to ban teenagers?

Source 1: Newspaper Ad

Munchy's Promise

Aren't you tired of eating lunch surrounded by noisy high school students?

Aren't you fed up with endless cellphone conversations, loud music, messy tables?

Aren't you infuriated seeing teenage students taking over every restaurant downtown?

We promise that you'll have the quiet lunch you deserve, because MUNCHY'S has the solution!

**No music!
No cellphones!
NO STUDENTS!**

Mr. Joe "Munchy" Jones and his team will make sure you get the midday break that YOU deserve!

COME TO A "QUIET LUNCH" AT MUNCHY'S!

From noon to 3 pm, Monday through Friday, we will be a teen-free zone!



Munchy's
321 Main Street
555-5252

Use this coupon for a **10% discount** on your next "quiet lunch."

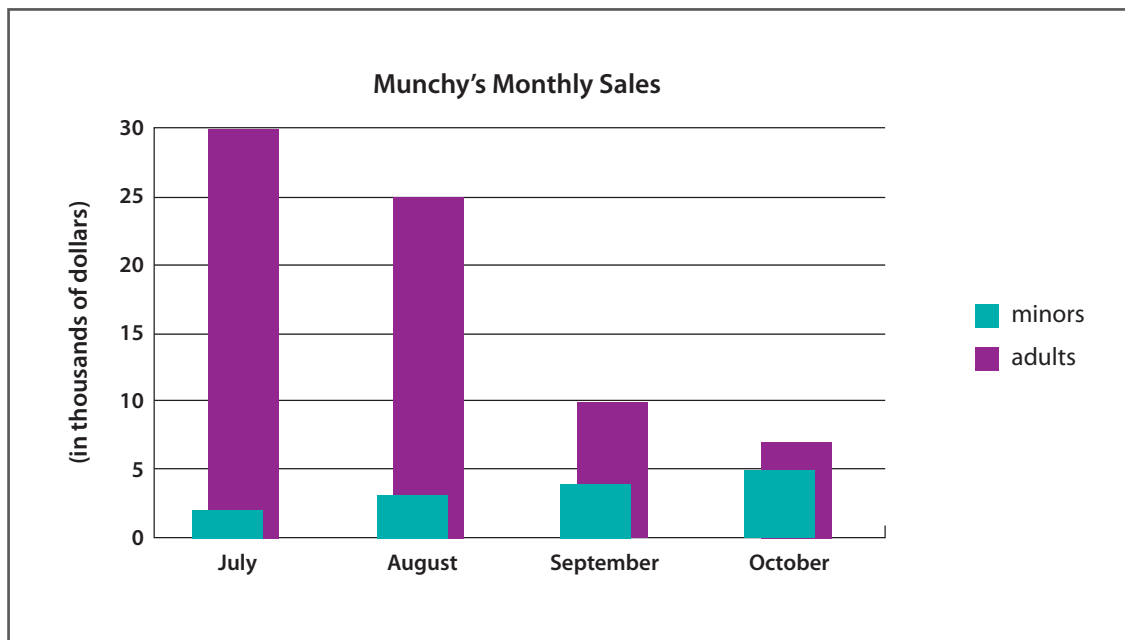
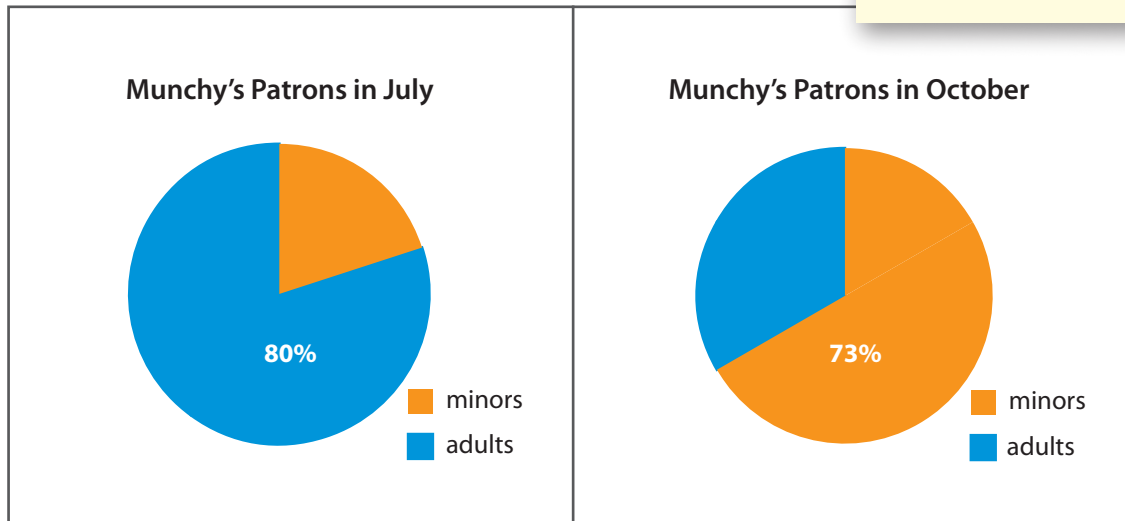
Close Read

1. What assumptions is Mr. Jones making about teenagers?

2. What assumptions is he making about adults?

Source 2: Business Analysis

Mr. Jones,
Here is the analysis of July
vs. October data.
Your Accountant,
Hector Ramirez, CPA



Discuss and Decide

1. Explain the data shown in the pie charts.
2. What is the implication of the data shown in the bar graph?
3. Explain the relationship between the two forms of data.

Source 3: Student Blog



Enter your email address:

Subscribe me!

Profile

This blog is run by the Student Council of Springfield High School, and it discusses issues and events that affect all the students of SHS and its community.

Labels

[unfair](#)
[high school](#)
[students](#)
[lunch](#)
[action](#)

Previous entries

November 13, [Student Discounts](#)

November 8, [New Movie Club](#)

November 3, [Sports Trials](#)

November 15

Like

Dislike

Munchy's Bans Students!

In [today's newspaper](#), the old-fashioned lunch spot known as [Munchy's](#), popular among students of this institution, announced its new "quiet lunch"—without students!

The restaurant took out [a full-page ad in the newspaper](#) to advertise its new rule banning students from noon to 3 P.M. The ad claimed that high school students are noisy, play loud music, and are on their cellphones all the time.

Obviously, this piece of advertising was crafted to attract business people, who are allegedly quieter and need a more relaxing environment. Newsflash! [Business people are ALWAYS on their cellphones](#), having loud conversations themselves!!! The last time I was at Munchy's, ALL the noise came from loud, annoying business people who were either on their cells or arguing with each other. It all comes down to who spends more money . . . and [there are not many options around town](#) other than Munchy's: a couple of unhealthy fast-food places, and our school cafeteria.

Discrimination on the basis of age is an outrage and a [violation of our civil rights!](#) Let's get together in front of Munchy's next Wednesday and pass out leaflets to inform the public about this unfair regulation. Bring your signs and your loud voices!

Please feel free to leave your comments below with suggestions of what else we can do about this.

Close Read

Does the lunch hour ban on teens guarantee a "quiet lunch"? Cite evidence in the blog text to support your answer.

Source 4: Newspaper Editorial

Springfield Daily Mail

A Smart Idea Can Save a Business

November 17

In these days of economic uncertainty, the last thing business owners want to do is drive customers away. We are witnessing the hardships that many local stores and restaurants are facing in our city, fighting to at least break even and stay open. In order to reinvigorate the economy, the Mayor herself has pointed out the relationship between a thriving business district and property values. This issue affects us all. The Mayor's office is trying to attract more people downtown by investing in making the streets more beautiful, converting areas to pedestrian-only zones, and giving business owners some tax breaks if they help promote the city's tourist attractions.

But most of the time, municipal help is not enough, and rather than hang a "going out of business" sign on their front door, some business owners try to take the bull by the horns and make their own rules in order to improve their revenue.

This week, we applaud the marketing strategy of Joseph Jones, who took out a full-page ad announcing a policy change at Munchy's, his popular eatery. After identifying a decrease in profits during the school months, Mr. Jones realized that many of his faithful, adult, wealthier, customers—mostly business people from the offices that surround his restaurant downtown—were staying away from Munchy's due to the havoc high school students cause every day at lunchtime. In fact, teens are to a restaurant like weeds are to a garden. Therefore, he proclaimed the hours between noon and 3 P.M. "quiet lunch" time, during which students will be banned from the premises. This regulation will encourage business people—who spend more money on their lunches and need a peaceful break from their busy days—back into the restaurant.

We wish Mr. Jones and the team at Munchy's the best of luck, and we congratulate them once more for their creative idea!

Discuss and Decide

1. What smart idea does the editorial applaud?
2. What reasons are given to endorse Mr. Jones' new policy?

Respond to Questions on Step 2 Sources

These questions will help you analyze the sources you've read. Use your notes and refer to the sources in order to answer the questions. Your answers to these questions will help you write your essay.

- 1 Evaluate the sources. Is the evidence from one source more credible than the evidence from another source? When you evaluate the credibility of a source, examine the expertise of the author and/or the organization responsible for the information. Record your reasons in the chart.

Source	Credible?	Reasons
Newspaper Ad Munchy's Promise		
Business Analysis		
Student Blog Munchy's Bans Students!		
Newspaper Editorial A Smart Idea Can Save a Business		

- 2 **Prose Constructed-Response** If you were supportive of "Munchy" Jones' position, which sources would you use to defend your opinion? Explain your rationale, citing evidence from the sources.

- 3 **Prose Constructed-Response** Examine the data in the Business Analysis. Explain to what extent the blog and the newspaper editorial could rely on or use these data.

Types of Evidence

Every reason you offer to support the central claim of your argument must be upheld by evidence. It is useful to think ahead about evidence when you are preparing to write an argument. If the evidence to support your claim, is limited or unconvincing, you will need to revise your claim. The evidence you provide must be relevant, or related to your claim. It must also be sufficient. Sufficient evidence is both clear and varied.

Use this chart to help you vary the types of evidence you provide to support your reasons.

Types of Evidence	What Does It Look Like?
Anecdotes: personal examples or stories that illustrate a point	Blog "The last time I was at Munchy's, ALL the noise came from loud, annoying business people who were either on their cells or arguing with each other."
Commonly accepted beliefs: ideas that most people share	Newspaper Ad "... noisy high school students."
Examples: specific instances or illustrations of a general idea	Blog "... there are not many options around town other than Munchy's: a couple of unhealthy fast-food places ..."
Expert opinion: statement made by an authority on the subject	Editorial ... The Mayor herself has pointed out the relationship between a thriving business and property values. ...
Facts: statements that can be proven true, such as statistics or other numerical information	Business Analysis Adults spent \$30,000 at Munchy's in July.

Find Evidence

You have identified reasons that support your claim. Summarize your reasons in the chart below. Then complete the chart by identifying evidence that supports your reasons.

Relevant Evidence: The evidence you plan to use must be *relevant* to your argument. That is, it should directly and factually support your position.

Sufficient Evidence: Additionally, your evidence must be *sufficient* to make your case. That is, you need to supply enough evidence to convince others

Short Summary of Reasons	Evidence
Reason 1	<p style="text-align: right;">Relevant? _____ Sufficient? _____</p>
Reason 2	<p style="text-align: right;">Relevant? _____ Sufficient? _____</p>
Reason 3	<p style="text-align: right;">Relevant? _____ Sufficient? _____</p>

Finalize Your Plan

Whether you are writing your essay at home or working in a timed situation at school, it is important to have a plan. You will save time and create a more organized, logical essay by planning the structure before you start writing.

Use your responses on pages 16–17, as well as your close reading notes, to complete the graphic organizer.

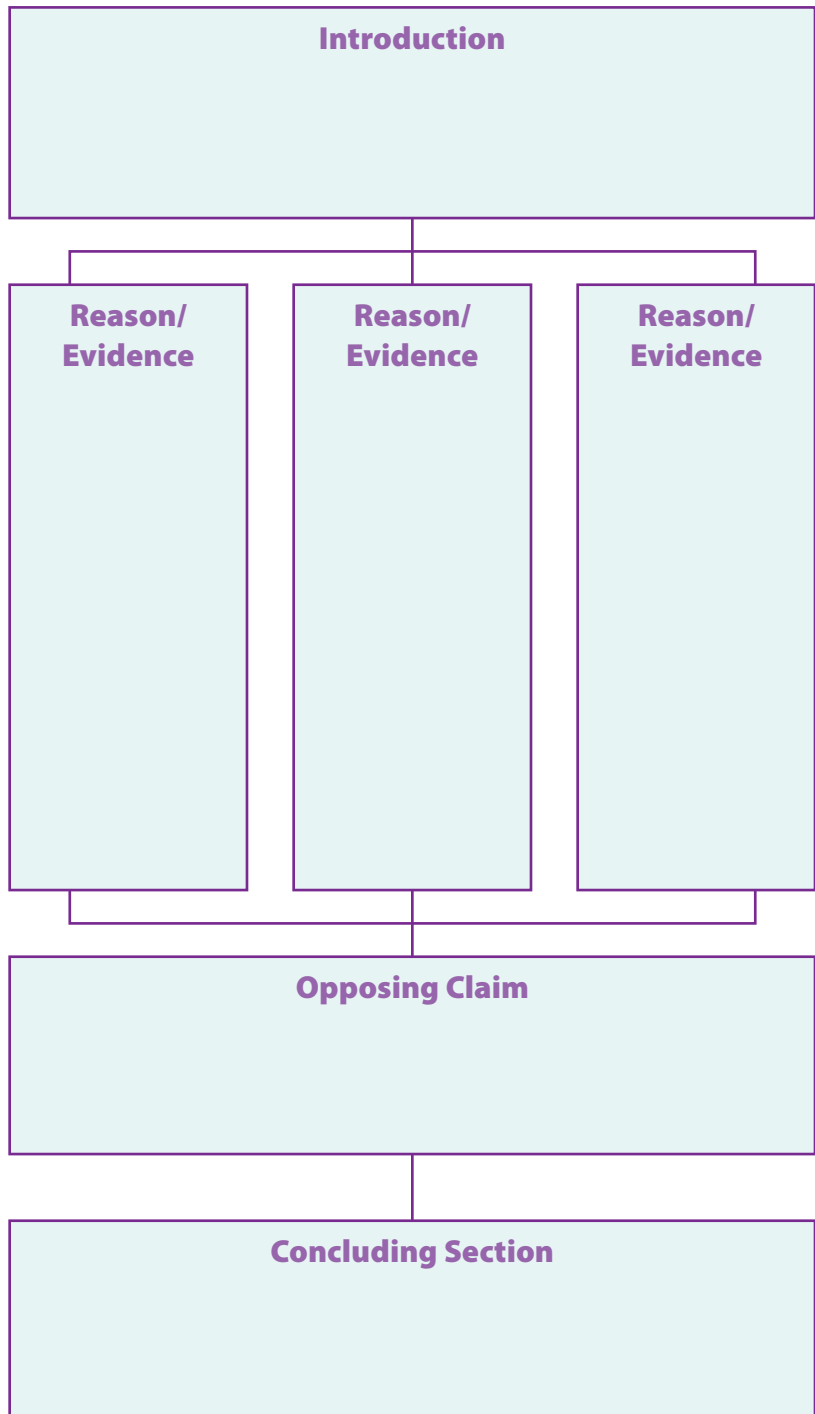
▶ Think about how you will grab your reader’s attention with an interesting fact or anecdote.

▶ Identify the issue and your position.

▶ State your precise claim.

▶ List the likely opposing claim and how you will counter it.

▶ Restate your claim.



Draft Your Essay

As you write, think about:

- ▶ **Audience:** Your teacher
- ▶ **Purpose:** Demonstrate your understanding of the specific requirements of an argumentative essay.
- ▶ **Style:** Use a formal and objective tone that isn't defensive.
- ▶ **Transitions:** Use words, such as *furthermore* or *another reason* to create cohesion, or flow.

Revise

Revision Checklist: Self Evaluation

Use the checklist below to analyze your writing.



If you drafted your essay on the computer, you may wish to print it out so that you can more easily evaluate it.

Ask Yourself	Tips	Revision Strategies
Does the introduction grab the audience's attention and include a precise claim?	Draw a wavy line under the attention-grabbing text. Bracket the claim.	Add an attention grabber. Add a claim or rework the existing one to make it more precise.
Do at least two valid reasons support the claim? Is each reason supported by relevant and sufficient evidence?	Underline each reason. Circle each piece of evidence, and draw an arrow to the reason it supports.	Add reasons or revise existing ones to make them more valid. Add relevant evidence to ensure that your support is sufficient.
Do transitions create cohesion and link related parts of the argument?	Put a star next to each transition.	Add words, phrases, or clauses to connect related ideas that lack transitions.
Are the reasons in the order that is most persuasive?	Number the reasons in the margin, ranking them by their strength and effectiveness.	Rearrange the reasons into a more logical order of importance.
Are opposing claims fairly acknowledged and refuted?	Put a plus sign by any sentence that addresses an opposing claim.	Add sentences that identify and address those opposing claims.
Does the concluding section restate the claim?	Put a box around the restatement of your claim.	Add a sentence that restates your claim.

Revision Checklist: Peer Review

Exchange your essay with a classmate, or read it aloud to your partner. As you read and comment on your classmate's essay, focus on logic, organization, and evidence—not on whether you agree with the author's claim. Help each other identify parts of the draft that need strengthening, reworking, or a new approach.

What To Look For	Notes for My Partner
1. Does the introduction grab the audience's attention and include a precise claim?	
2. Do at least two valid reasons support the claim? Is each reason supported by relevant and sufficient evidence?	
3. Do transitions create cohesion and link related parts of the argument?	
4. Are the reasons in the order that is most persuasive?	
5. Are opposing claims fairly acknowledged and refuted?	
6. Does the concluding section restate the claim?	

Edit



Edit your essay to correct spelling, grammar, and punctuation errors.