

HQW 2017 7th grade persuasive essay assignment 1/2

Peak

Choose Your Own Adventure

Peak Novel Study – Final Assignment – Choose one of the following

1. **THEME ASCENT** - The story about Peak and his adventure on Everest explores many different themes in its storyline. Choose **THREE (2.5)/FOUR(3.0) or FIVE (3D)** of the themes listed below, and explain how **each** is connected to the story. For each theme you've selected, be sure to cite at least **THREE** specific sections of the story (examples) to help explain the connection. **Use one complete paragraph for EACH theme.**

Relationships Survival Change Courage Honesty Betrayal Love

***Use constructed response rubric

2. **CONFLICT CHALLENGE** - There are five types of conflicts found in literature:

Man vs. Man	One character against another
Man vs. Self	Character or characters against their own beliefs / wishes
Man vs. Society	Character or characters against the rules of a society
Man vs. Nature	Character or characters against the forces of nature
Man vs. Fate (God)	Character or characters against their own destiny

The novel Peak includes all of these conflicts at some point in the story, either as part of the main plot, or as one of the many minor plots woven into the main plot. Choose **THREE (2.5)/FOUR(3.0) or FIVE (3D) types of conflict.** Find an example of each type of conflict from the story, using examples to prove your case. (Eg. You've chosen HAPE as an example of Man vs. Nature. Next, list facts to prove **how** is an example of Man vs. Nature). See the example below.

* Note: you may only use a character or situation twice (ie: you can't use Peak for each conflict...).

Eg: *Man vs. Nature*

*The conflict of **Man vs. Nature** is represented by the sickness HAPE that comes from the lack of oxygen. The climbers who don't prepare or for some other reason get sick with HAPE as they climb. Next they have to use the Gammow Bag and be sent back down. It is as if the mountain (**nature**) is in conflict with the climber (**man**).*

***Use constructed response rubric

HQW 2017 7th grade persuasive essay assignment 2/2

3. **ESSAY EXPEDITION** – Are Sherpas being exploited? This is a question we have explored during this unit. The answer is not clear. What do you think? We have read several articles on the subject:

- *Everest Tragedy Highlights Sherpa Plight*
- *It's past time to stop the exploitation of the Sherpas*
- *Sherpa_ They Die, We Go Home - The New York Times*
- *Should Climbing Everest Be Banned?*

Your challenge will be to write a persuasive essay supporting your thesis. You must use at least three sources. They may be the sources we have used in class (see above) or you may use sources you researched (or both.)

Your essay should follow the following format:

Paragraph 1: Thesis Statement paragraph

Paragraph 2: Who/What are Sherpas? – Background paragraph/Research based

Paragraph 3-4...(or more if you need): Sherpa Challenges/Exploitation – use evidence to support your thesis

Concluding Paragraph: Restate thesis and wrap it up.

***Use persuasive essay response rubric

"Sherpas"

(Title should be: "Sherpas"
line under the title
heading)

Lauren McDonald

Mr. Daly

Throughout our study of the Roland Smith novel, Peak, we read several articles on sherpas. A question we talked about the most was, Are Sherpas being exploited? After re-reading the articles, and doing more research, I felt the answer was obvious: Sherpas aren't being exploited.

Sherpas migrated from Tibet and now they primarily live in Western Nepal.

According to www.alanarnette.com, Sherpas set trails, cook food, and carry equipment up and down Mt. Everest, to make a living. For every expedition a Sherpa makes, ~~they receive~~ ^{they receive} around 6,000 dollars.

According to the article, "It's Past Time to Stop the Exploitation of Sherpas," one key reason ~~I think~~ ^{the author} Sherpas aren't exploited is because, they make around 6,000 dollars, while the average person living in Nepal only makes about 700 dollars. The money Sherpas make doesn't just benefit them, it helps the entire community too. When Sherpas spend their money on goods and services, it allows the sellers and producers to make a living as well. Because they are vital to the community, I believe that Sherpas are not taken advantage of.

On the website, www.newsweek.com, it says that sherpas are a culture of

wow!
I
said
I
correct

the risks of climbing Mt. Everest. The Sherpas get to choose if they want to climb the mountain at their own free will as well. In other words, Sherpas cannot be exploited if they know how dangerous the job is and they decide whether they want to climb, or not.

Overall, I believe that Sherpas are not exploited. They get paid about 9 times more than most people in Nepal, and they choose to climb the mountain. Sherpas are also aware of the dangers that come with climbing Everest. Therefore, I think Sherpas are not exploited.


Well constructed
and well reasoned
essay!

STUDENT REFLECTION SHEET

Subject: English	
Topic: Peak essay	Date:
<p>Describe the steps you followed in the process of completing this learning activity:</p> <p>First I listed the information I already knew about sherpas and then read the articles again and wrote more information. After I read the articles again I looked on some websites too. I then arranged my facts into paragraphs and began to construct a rough draft. I turned my paper in and worked on a final draft. This time, I made sure to write neater and use the feedback given to improve my essay.</p>	<p>Things I did ...</p> <p>Gathered, counted, described, matched, selected, recalled, located, named, wrote, identified, illustrated, listed, expressed, examined. Compared, arranged, contrasted, sorted, explained, analysed, solved, classified, calculated, planned, completed, constructed. Evaluated, imagined, created, judged, assessed, predicted, speculated, designed, arranged, proposed, devised, debated, evaluated, argued.</p>
<p>What did you do well?</p> <p>I did well citing evidence and organizing my information for it to make sense.</p>	<p>Completed my work on time Asked for help Worked well by myself Worked well in a group Was well organised The biggest challenge was ... Listened to instructions Set goals to achieve at each stage Used my time effectively I could have done better by ... Responsible (avoided blaming others) Presentation (neatness, illustrations, spelling, punctuation) Next time I will ... The best part of my work is ...</p>
<p>What could you have done better?</p> <p>I could have re-read my essay to make sure there weren't any grammatical errors.</p>	<p>Research skills Computer skills Goal setting skills Managing time effectively Communication skills</p>
<p>What knowledge, skills and understandings did you learn from completing this task?</p> <p>I learned the importance of sherpas and how they help the climbers.</p>	

HQW 2017 7th grade persuasive essay portfolio reflection

6 - 8 Student Portfolio Selection Reflection

<p>STUDENT SELECTION</p> 	<p>Description: Peak essay</p> <p>Assignment Date: 4/24/17</p> <p>Learning Target(s):</p>
<p>SKILLS AND KNOWLEDGE</p>	<ul style="list-style-type: none"> • This selection shows that I have made excellent <u>progress</u> with the learning target(s). • This selection shows that I have <u>mastered</u> the learning target(s).
<p>HABITS OF SCHOLARSHIP</p>	<ul style="list-style-type: none"> • COMMITMENT <ul style="list-style-type: none"> • I can consistently complete classwork on time. • I can consistently complete homework and use my agenda effectively. • I can consistently reflect and correct my work to improve my grade. • I can consistently use an organized notebook to reflect on my work and set expectations to improve. • CRAFTSMANSHIP <ul style="list-style-type: none"> • I can consistently create work with attention to accuracy, detail, and/or beauty. • I can consistently revise and edit my work using peer feedback. • I can consistently self-assess and set goals using teacher created timelines. • I can consistently self-assess, set goals, and monitor my own progress. • CULTURE OF COLLABORATION <ul style="list-style-type: none"> • I can consistently work collaboratively with a group. • I can consistently use a rubric to assess and reflect on my contribution to group work. • I can consistently assess my own and my group's work using a rubric. • I can consistently create norms, monitor progress, and set goals to improve.
<p>STUDENT REFLECTION</p>	<p>I'm proud of this selection because ...</p> <p>I put a lot of effort into the essay.</p> <p>My strengths are ...</p> <p>researching and organizing information to give stronger points for my essay</p> <p>I have room to grow with ...</p> <p>proof-reading my essay before turning it in.</p>

Name: C. McDonald

Date: _____

HQW 2017 7th grade persuasive essay rubric

Teacher: _____

Persuasive Essay Rubric

Learning Target: I can write an essay to persuade my readers to support my position.

Ideas	3.0	<ul style="list-style-type: none"> draws inferences and connects information to their own knowledge thesis statement is focused to topic/purpose Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT supporting ideas are fully developed fully addresses readers concerns/perspective sense of completeness Justifies their position with direct references to facts/stats/authoritative sources Includes a call to action! 	Organization	3.0	<ul style="list-style-type: none"> Essay is well organized and flows naturally Clear thesis statement and uses complete sentences Includes an effective concluding sentence Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
	3.0	<ul style="list-style-type: none"> thesis statement is focused to topic/purpose Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT supporting ideas are fully developed fully addresses readers concerns/perspective sense of completeness Justifies their position with direct references to facts/stats 		3.0	<ul style="list-style-type: none"> Essay is well organized and flows naturally Clear thesis statement and uses complete sentences Includes an effective concluding sentence Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
	2.5	<ul style="list-style-type: none"> thesis statement is focused to topic/purpose Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT facts/ideas are somewhat developed partially addresses readers concerns/perspective sense of completeness Justifies their position with direct references to facts/stats 		2.5	<ul style="list-style-type: none"> Thesis statement not clear Essay is organized Uses complete sentences Includes a concluding sentence Introduction has a clear HOOK, BRIDGE and THESIS STATEMENT
	2.0	<ul style="list-style-type: none"> thesis statement is somewhat focused to topic/purpose supporting facts/ideas are somewhat relevant supporting facts/ideas are somewhat developed partially addresses readers concerns/perspective Response somewhat demonstrates understanding of the content attempts to justify their position with direct references to facts/stats 		2.0	<ul style="list-style-type: none"> Essay is somewhat organized May or may not state a thesis and/or does not use complete sentences Does not include a concluding sentence Introduction has an incomplete HOOK, BRIDGE and THESIS STATEMENT
	1.5	<ul style="list-style-type: none"> essay demonstrates limited understanding of the content does not justify their answer with direct references to facts/stats supporting facts/ideas are not relevant supporting facts/ideas are not developed No thesis statement 		1.5	<ul style="list-style-type: none"> Essay is not organized No thesis statement and the questions and does not use complete sentences Does not include a concluding sentence Does not include a HOOK, BRIDGE and THESIS STATEMENT in Intro
	1.0	<ul style="list-style-type: none"> essay does not demonstrate understanding of the content Does not justify their answer with direct references to the text Does not answers most parts of question No thesis statement 		1.0	<ul style="list-style-type: none"> Essay is not organized and is difficult to understand No thesis statement and the questions and does not use complete sentences Does not include a concluding sentence
Conventions		Commitment -			
<ul style="list-style-type: none"> 3.0 - No grammatical errors 2.5 - One to two grammatical errors, does not affect readability 2.0 - Three to four grammatical errors, somewhat affects readability 1.5 - Five to six grammatical errors, readability affected 1.0 - More than six, extremely difficult to read 		<ul style="list-style-type: none"> M - Completed all aspects of the assignment and in complete sentences D - Mostly completed all aspects of the assignment and/or did not write in complete sentences Em - Did not complete all aspects of the assignment and did not write in complete sentences 			
Craftsmanship/Style -		Comments -			
<ul style="list-style-type: none"> M - Attention to accuracy, detail, and beauty D - Some attention to accuracy, detail, beauty Em - Minimal attention to accuracy, detail, and beauty 					

HQW 2017 7th grade persuasive essay rubric

PEAK Piktochart rubric

Assignment: Peak EL Project

Name:

Category	3D	3	2	1	Your score
Use of Class Time	Used time well. Focused on getting the project done without distracting others.	Used time well. Mostly focused on getting the project done without distracting others	Used some time well. Some focus on getting project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.	
Main Idea (weight x2)	The topic and messages of the infographic are clear and easily understood	Topic and main ideas are clear.	Topic is given but main ideas are unclear or lacking.	Topic and/or main ideas are absent or very unclear.	
Details	Details (including labels) support the main idea without distracting with clutter.	Detail is added to support each main idea with minimal clutter.	More is needed for understanding. Some are distracting.	Very little detail is provided for the main ideas and understanding is limited.	
Content - Accuracy (weight x2)	10 Everest Facts 10 Gadgets All 5 Sherpa facts 5 Pro/5 Con Climbing PEAK Essay Info	6-8 Everest Facts 10 Gadgets All 5 Sherpa facts 3-4 Pro/3-4 Con PEAK Essay Info	5 Everest Facts 8-10 Gadgets 3-4 Sherpa facts 3 Pro/3 Con PEAK Essay Info	>5 Everest Facts >8 Gadgets >3 Sherpa facts >3 Pro/>3 Con PEAK Essay Info	
Graphics - Relevance	The graphics used represent information appropriately.	Most graphics represent the information appropriately.	All graphics relate to the topic but do not represent appropriately.	Graphics do not relate to the topic.	
Graphics - Visual	Color, shape, size, and arrangement of graphics contribute meaning to the overall message.	Color, shape, size, and arrangement are eye catching and contribute some meaning.	Color, shape, size, and arrangement are present but do not add to the information.	Color, shape, size, and arrangement are distracting or misleading.	
Design/layout	The design/layout is neat, clear, and visually appealing.	Is attractive in terms of design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Is distractingly messy, unattractive, or very poorly designed.	
Mechanics	Capitalization and punctuation are correct throughout.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	More than 2 errors in capitalization or punctuation.	
Grammar	There are no grammatical mistakes.	There is 1 grammatical mistake.	There are 2 grammatical mistakes.	There are more than 2 grammatical mistakes.	
Citations	Credit/citations provided for all images and research information.	Credit/citations provided for all images and research information.	Some credit/citations provided for some images and research information.	No credit/citations provided for images and research information.	
Total					