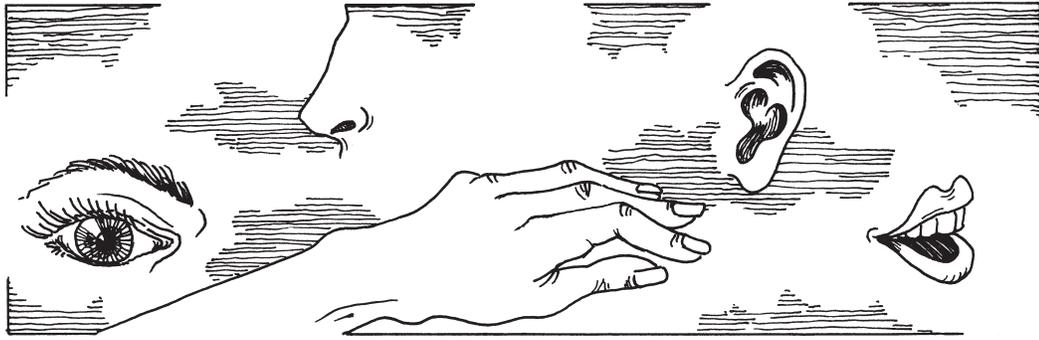


Language Arts Chapter Teacher Sheet



Activity #3: Why Do People Write About the Estuary

Objectives:

To identify why people throughout history have been compelled to write about the Tijuana Estuary and the environment. Students will write a persuasive essay citing evidence to support their reasoning.

Time:

This activity can be started in class, and completed as a project.

Background:

As the Language Arts section of the Tijuana Estuary Guide implies, many people throughout history have been compelled to write about estuaries and the environment, including the Tijuana Estuary. What is it about estuaries that makes people want to put their thoughts down into words? During this activity, students will develop a thesis or hypothesis into the reasons people write about estuaries or the environment, using the background of the authors whose pieces are included in the Tijuana Estuary Guide. They will select evidence from the writings of three authors to support their hypothesis, and write a persuasive essay arguing their point of view.

To introduce students to the requirements of a five-paragraph persuasive essay, go to this website:

<http://www.geocities.com/SoHo/Atrium/1437/pers.html>

Paragraph one should state the student's position on the question "Why do people write about estuaries?"

Paragraphs 2, 3, and 4, should detail the evidence the student is using from the authors' works in the Guide.

Paragraph 5 should close the essay by redefining the topic and stating the most compelling evidence.

Students will likely encounter a persuasive essay on the CAHSEE, so this activity will provide them with some experience in preparation for the test.

Materials:

Provide students with standard writing materials - pencils, paper, pens, etc. - and access to the internet, if possible.

Procedure:

- 1) Spend at least one day introducing the components of a persuasive essay to the students, using the website listed above or other resources.
- 2) Read the literature section individually or as a class, pointing out the authors' backgrounds as you read.
- 3) Tell students that they are to determine an answer to the question "Why do people write about the Tijuana Estuary?" using the authors' backgrounds as evidence for their conclusion.
- 4) Ask the students to write a persuasive essay detailing their answer and their evidence.