



MY Access! Writer's Workshop
High School Expository/Persuasive/Text-based Writing
Prompt: Effects of TV on Young Viewers

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TEACHING IDEAS/LESSON PLANS

Pre-reading: into the text

- THINK, PAIR, SHARE: In pairs, assign students to take notes on one side of the argument: Does TV have a positive or negative effect on kids from ages 2 through 14?
- Have pairs join to make groups of four. Each pair debates the other pair, reason/argument by reason/argument providing examples to support each point. Pairs must take notes on both sides of the argument. Students can use a Venn diagram (p. 3) to write their notes.
- Students log on to MY Access! and spend 15 minutes brainstorming all the arguments/reasons for either position they feel more strongly about. They can include facts, examples, etc.
- Have students highlight arguments in their text
- Enter their reasons/arguments into the Persuasive Wizard adding any facts and examples they know.
- Have students insert their outline on their drafting page. Using the “enter” key, create big spaces between each argument
- Have students print their outlines for an offline activity

Reading: through the text

- Have students read the prompt (p. 4) Discuss the differences between writing an essay and writing a speech. Also, discuss the differences in language and tone when delivering a speech to students in 8th grade versus delivering a speech to a parent group. (See pp 742 and 743 in Holt (Grade 9) on giving a persuasive speech. Holt also provides good instruction on persuasive writing and speech analysis on pp 734-739 and pp 934-937)
- Have students read through the attached passage (pp 4-6) several times, highlighting information for each of the arguments listed in their outline in a different color
- Have students complete the Quotes & Notes activity (pp 7-8) copying the highlighted information into their outline.
- You may want students to read and take notes on additional research that you provide through iSEEK or another source of your choosing. Students may research using iSEEK.com as well.

Post-Reading: beyond the text (Writing the essay)

- Have students begin to work on one body paragraph at a time, focusing on the topic sentence, introducing research/support and commenting on the relevance of the research. For struggling writers, you may wish to give them topic sentences listed on p. 8.
- Provide instruction and examples of phrases used to introduce referenced text/research. (p. 9) Consider having students use the MY Access! Word Bank for persuasive words and transitional phrases.
- Introduce the Informational/Text based rubric and several students samples (pp 10-13) that illustrate proficient and non-proficient writing.
- As students are drafting the body of their speech, have them use MY Tutor feedback (Development) to help them revise for content/ideas.
- Make sure that you are checking that each body paragraph is focused, developed and clear and that the research is documented.
- Once students have written and revised all their body paragraphs, instruct students on various types of introductions and conclusions to a speech. (see p. 14)
- Give students an opportunity to deliver their speeches to an audience of your choosing and receive feedback which may require students to revise further.

Venn Diagram

Teacher's Name:

Student Name:

Class:

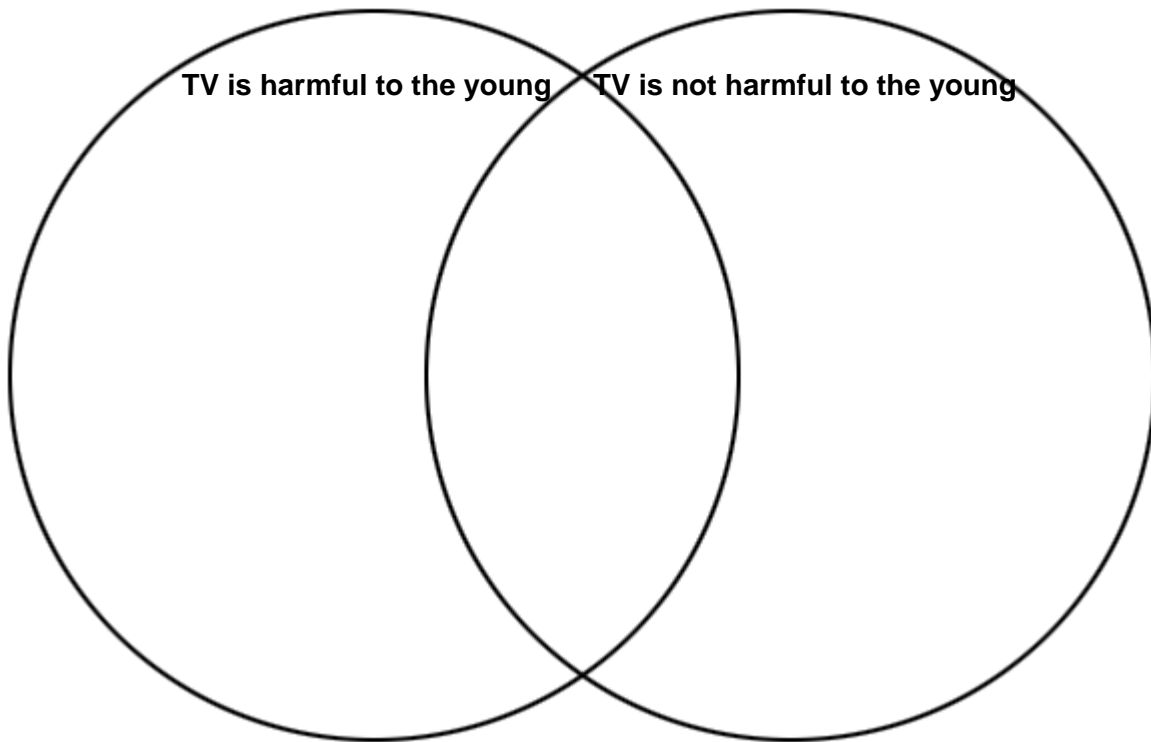
Prompt:

“Effects of TV on younger audiences”

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PROMPT: Effects of Television Viewing on Young People

An English class in your high school is conducting research into the effects of young people's television viewing on their academic work and their personal behavior. You have been invited to speak to students in eighth grade about these effects.

Read the text, "Your Children and TV," and use relevant information from it to write the speech you will give to middle school students. Discuss the extent of television viewing by young people and the possible effects on their schoolwork and behavior.

Your Children and TV

In the last 50 years television has entered the home and influenced the life of virtually every American. This incredibly powerful invention has affected our social lives, ways of learning and entertaining ourselves, family relations, and lifestyles. Americans are almost literally glued to their sets.

In the average American home, the television is on for seven hours each day.

Approximately 75 million sets are tuned in each weeknight, and 40 to 50 million people are watching at any time in the evening.

The youngest children are introduced to television in their homes and are captivated by it. Many small children spend more time watching TV than doing any other activity except sleeping. They will watch increasing amounts of TV each year until they finish the elementary grades.

By graduation from high school, most youngsters will have watched 48,000 commercials and seen 13,000 violent deaths. They will have spent more time watching TV than they have in the classroom.

Any activity that consumes so much time surely has significant effects. It is important to understand what those effects are so that television can be used to benefit our children.

Effects of TV on Reading Levels and Schoolwork

Television has varied effects on children's reading abilities and schoolwork. The effects depend on the control of the programs they watch, their production techniques, the amount of time the children spend watching, and the age and maturity of the children.

Television can educate, persuade, and entertain, and usually it does all three at once. Used selectively, television can benefit youngsters in positive, educational ways. "Reading Rainbow," for example, seen on national public television, reinforces the joy of reading and motivates children to read in their own. Not all programs have such positive effects.

Television sales skyrocketed in the late 1940's and early 1950's. By the time people began to wonder how television was affecting children's schoolwork, almost everyone was watching and it was hard to compare households that had TVs to those that did not.

Three Canadian towns have been compared, however. One town had no TV, one had only commercial TV, and the third had both commercial and public TV. The findings showed that the children in the town with no television were the best readers, whereas those with only commercial television were the poorest readers. Children who lived in the town with one public and one

commercial channel were in between. And when the town that previously had no TV began receiving it, reading scores fell.

Another study of 500,000 students in California found that, as a group, the children who watched the most TV did the poorest in school, even if they did their homework. No single factor affected the children's schoolwork as much as the amount of TV they were watching.

There is also evidence that children who are heavy viewers speak less fluently, write choppy, shorter sentences, have smaller vocabularies, and make fewer inferences than children who watch less. Children who are heavy viewers also read less outside school. This finding is related not only to the amount of television they watch but to how much violence they see in cartoons and other programs they select.

Because children watch TV primarily for entertainment, they do not expend much mental effort while watching. If the program material seems familiar and sensible they pay little attention to substance. Their reactions tend to be superficial and their responses shallow and noncommittal rather than thoughtful. They do not interact with the ideas. Sixth graders who were asked whether they learned more from a story on TV or in a book said they learned more from television. But when half saw the story depicted on TV and the other half read the book, the children who had read the book demonstrated a better understanding of the material.

Children give up many enriching activities besides reading for TV. They may become less actively engaged in exploring their neighborhoods, socializing with friends, engaging in sports and games, or participating in other enjoyable activities that indirectly affect how well they do in school.

Teachers have noticed other changes since television became widespread. Heavy TV watchers tend to be more restless, less engrossed in classroom materials, more superficial in the exploration of the classroom environment, and more eager to be entertained. Their attention spans are shorter, and they wander aimlessly from activity to activity. They are less interested in figuring out relationships between ideas and tend to focus on action-filled events.

One kindergarten teacher said, "I always have one or two children who have no TV at home, and they are so resourceful."

Television Violence

Television often shows people in close relationships attacking one another and portrays fictional scenes of violence in realistic ways. Violence is shown as a way to serve a good cause, solve a problem, become famous, popular, or powerful, or as an unthinking activity.

A teacher related a story that points out the extent to which children can misunderstand what they see on TV, even when there is no intent to mislead or fool them. The day after the Challenger space explosion, a youngster brought in his toy Challenger and announced happily to his friend that he was "going to go up in his Challenger and blow up." When the teacher discussed the tragedy with the children, she realized that blowing up was a very common television occurrence and that all but the older four-year olds thought of it as an everyday TV event. These older children were not aware of the tragic nature of the explosion but were worried because they knew their parents were deeply concerned. Their parents' response was the clue that the Challenger explosion was different from all other explosions they had seen.

Does watching violence on TV cause children to be more violent? The answer, based on studies of many children, is yes.

Three- and four-year olds who watch a large number of action shows are more apt to be disruptive in nursery school. This is true regardless of family composition or income. Youngsters who had watched many violent shows when they were eight were rated as more aggressive by friends and neighbors ten years later, when they reached eighteen.

Young children naturally imitate the actions of the strong and powerful characters they see on TV. Such behavior can lead to aggressive play with others, especially among children who are too young to understand that what they are watching is not really happening.

Watching violence on TV also appears to affect children's attitudes and behavior. They often mimic the violent actions they see in playful ways. When violence appears to be normal to them, desensitization (the absence of normal emotional response) occurs. This may be followed by disinhibition, a loosening of the moral and social restraints that control behavior. Some children become so involved in the violent world on the screen that they begin to believe the world is a "mean and dangerous" place that is more violent than it actually is.

--Quotes and Notes Activity—Effects of Television Viewing on Young People

1. Read the passage “Your Children and TV”
2. Write, in the spaces below, at least 4 quotes for each of the ideas listed.
3. In the spaces marked NOTES, paraphrase the quote (put in your own words) and add your own examples, experiences and/or ideas that would illustrate what you mean to your 8th grade listeners.

Example:

Quote: “Many small children spend more time watching TV than doing any other activity, except sleeping”

Your Note: Ask yourself, boys and girls, except for sleeping, what do little kids spend most of their time doing? That’s right! Watching television! Think about it; they’re watching more television than spending time with their families or even playing outside with their friends.

1. How does watching a great deal of TV affect children’s ability to think and perform in school?

Quote

Note

Quote

Note

Quote

Note

2. How does watching a great deal of TV affect children physically?

Quote

Note

Quote

Note

Quote

Note

3. How does watching a great deal of violence on TV affect children's behavior?

Quote

Note

Quote

Note

Quote

Note

Activity #2---Preparing your draft—Effects of Television Viewing on Young People

- Using your notes, from the Quotes and Notes activity, begin writing each of your body paragraphs.
- You may use the following topic sentences to begin each paragraph, or you may develop your own.

Topic sentence #1

Have you really thought about how watching hours and hours of television each week can affect the way you think and the grades you get in school?

Topic sentence #2

Children need to take a good look at themselves in the mirror in order to see how much sitting in front of the TV can affect the way they look and their physical health.

Topic sentence #3

Believe me when I say that research has shown that children who watch a great deal of violence on television often imitate what they see and act out in strange and dangerous ways.

Introducing research (paraphrased, summarized or quoted)

- Some critics of television have complained that...
- Research has shown...
- Some researchers in the field of.....have determined
- Studies show or have shown or claim...
- Studies have also determined....
- According to the article, "Your Children and T.V.....
- Researchers have argued...
- Have you thought about.....?

Introducing an opposing point of view.

- While some researchers believe.....others have shown
- Although studies have shown that....., sufficient evidence indicates that...
- No doubt, critics of TV have gone out of their way to claim.....: however,.....
- Even though study after study indicates that.....still, there is much to say about.....
- What do the critics say about television violence?

Try to avoid the following:

- In the article it says...
- There is a quote in the story

Commenting on research

Weak ways:

- What this is trying to say
- This shows that
- This means (a little better)

Try to just say what you want to say about the research

Try using transitional words like "clearly" or "obviously" at the beginning of a sentence.

MY Access! ® Informational/Text-based 6-Pt Rubric

	Focus/Meaning	Content/Development	Organization	Language Use, Voice & Style	Mechanics & Conventions
	The extent to which the response demonstrates understanding of the text and the purpose of the task, and makes connections between them through a controlling or central idea.	The extent to which ideas are elaborated with specific, accurate, and relevant details (readings, facts, examples, reasons, observations, anecdotes, prior knowledge and text(s)).	The extent to which the response establishes purposeful structure, direction, and unity, including transitional elements	The extent to which response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice that create tone and voice.	The extent the response demonstrates control of conventions, including grammar, mechanics, punctuation, and spelling.
6	Very effective focus. Clearly stated topic and purpose. Shows a <i>deep understanding</i> of the <u>text</u> and the <u>purpose</u> of the <u>task</u> , and makes <i>insightful connections</i> between <u>text</u> and <u>task</u> through a <i>clearly</i> defined controlling idea or <u>thesis</u> statement.	Very effective development. Develops ideas <i>fully</i> using a <i>variety</i> of methods to <u>reference</u> and <i>cite</i> <u>texts</u> that provide <i>specific, accurate, and relevant details</i> to argue or support the <u>thesis</u> statement (readings, prior knowledge, observations and text(s)) to help clarify/support the thesis statement and <u>main idea(s)</u> . <i>All sources</i> used for <u>quotes</u> and <u>facts</u> are <i>credible</i> and cited correctly.	Very Effective Organization. Demonstrates a <i>cohesive and unified</i> structure with an <i>engaging introduction, logical and effective sequence</i> of main ideas and details, and a <i>conclusion with a strong closure</i> ; <i>effective</i> use of <u>paragraphing</u> and <u>transitional devices</u> throughout.	Very Effective Language Use, Voice and Style Demonstrates <i>precise</i> language and <u>word choice</u> , a <i>defined</i> voice, and a <i>clear</i> sense of <u>audience</u> ; uses <i>well-structured and varied</i> sentences.	Very effective control of Conventions & Mechanics. <i>Few or no</i> errors in <u>grammar, mechanics, punctuation and spelling</u> .
5	Good focus. Shows a <i>complete</i> [thorough] understanding of the <u>text</u> and the purpose of the task, and makes <i>clear</i> connections between <u>text</u> and task through a controlling or central idea.	Good development. Develops ideas <i>fully</i> and clearly, providing <i>specific, accurate, and relevant details</i> from the <u>text(s)</u> . <i>All sources</i> used for <u>quotes</u> and <u>facts</u> are <i>credible</i> and most are cited <i>correctly</i> .	Good Organization. Demonstrates a <i>mostly unified</i> structure with a <i>good introduction and conclusion</i> ; <i>consistent</i> use <u>paragraphing</u> and <u>transitional devices</u> .	Good Language Use, Voice and Style. Demonstrates <i>appropriate</i> language and <u>word choice</u> , with <i>some evidence of voice</i> and a <i>clear</i> sense of <u>audience</u> ; uses <i>well-structured</i> sentences with <i>some variety</i> .	Good control of Conventions & Mechanics. <i>Few errors</i> in <u>grammar, mechanics, punctuation and spelling</u> that <i>do not interfere with the message</i> .
4	Adequate focus. Shows a <i>basic</i> understanding of the <u>text</u> and the purpose of the <u>task</u> , and implies connections between <u>text</u> and task through a controlling or central idea.	Adequate development. Develops ideas adequately, providing <i>ample specific, accurate, and relevant details</i> from the <u>text(s)</u> . Most sources used for <u>quotes</u> and <u>facts</u> are <i>credible</i> and cited correctly.	Adequate Organization. Demonstrates a <i>generally unified</i> structure with a <i>noticeable introduction and conclusion</i> ; <i>inconsistent</i> use of <u>paragraphing</u> and <u>transitional devices</u>	Adequate Language Use, Voice & Style. Demonstrates <i>appropriate</i> language and word choice, with an <i>awareness</i> of <u>audience</u> and control of <u>voice</u> ; generally uses correct <u>sentence structure</u> with <i>some variety</i> .	Adequate control of Conventions & Mechanics. <i>Some errors</i> in <u>grammar, mechanics, punctuation and spelling</u> that <i>do not significantly interfere</i> with the communication of the message.
3	Limited focus. Shows a <i>vague</i> or incomplete understanding of the <u>text</u> and the purpose of the <u>task</u> , and implies a few [some] connections between text and task through a controlling or central idea.	Limited development. Develops <u>ideas</u> <i>briefly and inconsistently</i> , providing <i>some specific, accurate, and relevant details</i> from the text(s).	Limited Organization. Demonstrates <i>evidence</i> of structure with an <i>uncertain introduction and conclusion</i> ; <i>lacks paragraphing</i> and some <u>transitional devices</u> .	Limited Language Use, Voice & Style. Demonstrates <i>simple</i> language and word choice, <i>some awareness</i> of <u>audience</u> and control of <u>voice</u> ; relies on <i>simple</i> sentences with <i>insufficient sentence variety and word choice</i> .	Limited control of Conventions & Mechanics. <i>Several noticeable</i> errors in <u>grammar, mechanics, punctuation and spelling</u> that may <i>interfere</i> with the communication of the message.
2	Minimal focus. Shows an <i>unclear</i> understanding of the text and the purpose of the task, and makes <i>unclear</i> or unwarranted <i>connections</i> between <u>text</u> and <u>task</u> through a controlling or central idea.	Minimal development. Develops <u>ideas</u> <i>incompletely</i> and inadequately, providing <i>few details</i> from the <u>text</u> , some of which are not specific, accurate, and relevant. Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.	Minimal Organization. Demonstrates <i>little evidence</i> of structure with a <i>poor introduction and conclusion</i> ; <i>little evidence</i> of <u>paragraphing</u> and <u>transitional devices</u> .	Minimal Language Use, Voice & Style. Demonstrates <i>poor</i> language and word choice, with <i>little awareness</i> of audience; makes <i>basic errors</i> in sentence structure and usage.	Minimal control of Conventions & Mechanics. <i>Patterns of errors</i> in <u>grammar, mechanics, punctuation and spelling</u> that <i>substantially interfere</i> with the communication of the message.
1	Inadequate or no focus. Shows <i>little</i> understanding of the text or the purpose of the task, and makes <i>no</i> connections between text and task through a controlling or central idea.	Inadequate or no development. Shows <i>minimal or no</i> development of <u>ideas</u> , providing virtually <i>no</i> details from the <u>text(s)</u> .	Inadequate or no Organization. Demonstrates <i>no evidence</i> of structure with <i>no introduction or conclusion</i> ; <i>no evidence</i> of <u>paragraphing</u> and <u>transitional devices</u> .	Inadequate Language Use, Voice & Style. Demonstrates <i>unclear or incoherent</i> language and word choice, <i>no awareness</i> of audience, and <i>major errors</i> in sentence structure and usage.	Inadequate or no control of Conventions & Mechanics. <i>Errors so severe</i> in <u>grammar, mechanics, punctuation and spelling</u> that they <i>significantly interfere</i> with the communication of the message.

Prompt: Effects of Television Viewing on Young People

Student sample #1

Television has entered the home and influenced virtually every one of you that sits before me today. The incredibly powerful invention of television has affected your "social lives, ways of learning and entertaining yourselves, family relations, and lifestyles" whether you know it or not. Even if you don't watch television it has impacted your life by some sort of contact by a friend or family member who does. "Many small children spend more time watching television than doing any other activity except sleeping." "They will watch increasing amounts of TV each year until they finish the elementary grades." So congratulations. You are the young people that I am talking about. By the time you move on from eighth grade and graduate from high school you will have watched and estimated "48,000 commercials and seen 13,000 violent deaths" and "will have spent more time watching TV than you have in the classroom." An activity that consumes so much of your time has surely had an affect on your reading levels, schoolwork, and personal behavior.

The effects of TV on reading levels and schoolwork is profound. "Television has varied affects on children's reading abilities and schoolwork." "The effects depend on the control of the programs they watch, the amount of time they spend watching and the maturity of the child." Some forms of television can be very educational and positive for young children to watch. "Reading Rainbow, for example, reinforces the joy of reading and motivates children to read on their own." However not all television is all that positive. "Because children watch TV primarily for entertainment, they do not expend much mental effort while watching." Children do not simply interact with the ideas they see on TV because they are so absorbed in the entertainment aspect of it. "Children who give up many enriching activities besides reading for TV." "They become less actively engaged in exploring their neighborhoods, socializing with friends and engaging in sports and games.

The statistics that link television and reading and school performance are astounding. Some sixth graders were asked whether they learned more from a story on TV or in a book and they said they learned more from TV. However, "when half saw the story depicted on TV and the other half read the book, the children who read the book demonstrated a better understanding of the material." Three Canadian towns were also compared. One had a TV with commercial and public television, the other only commercial TV and the last with no TV. "The findings showed that the children in the town with no television were the best readers, whereas those with only commercial television were the poorest readers." "Children who lived in the town with one public and one commercial channel were in between, and when the town that had no TV began receiving it, reading scores fell."

Violence viewed on television can easily affect a child's personal behavior. Violence on television "is shown as a way to serve a good

cause, solve a problem, become famous, popular, or powerful, or as an unthinking activity." The straightforward answer to "does watching violence on TV cause children to be more violent?" is yes. "Young children naturally imitate the actions of the strong and powerful characters they see on TV. Such behavior can lead to aggressive play with others, especially among children who are too young to understand what they are watching is not really happening." Watching violence on television just clearly affects children's attitudes and behavior. "When violence appears normal to them, desensitization-the absence of normal emotional response-occurs." This may then be followed by a loosening of the moral and social restraints that control a child's behavior.

The studies performed on television violence and child behavior also reinforces the idea that such a relationship exists. "Youngsters who had watched many violent shows when they were eight were rated as more aggressive by friends and neighbors ten years later, when they were eighteen." Studies also show that, regardless of income, "three- and four-year olds who watch a large number of action shows are more apt to be disruptive in nursery school."

So there you have it. Now that you are all in eighth grade and have been living your life as one of my statistics you can analyze for yourself the effects television has on reading ability, schoolwork, and personal behavior. I'm sure you will clearly see what everyone else has. Children who watch a lot of television are more likely to be poor readers and achievers in school. They are also more than likely to possess a higher than average aggressive behavior.

Thank you for coming out and listening to me today. Good luck with the rest of your eighth grade year.

Student sample #2

The children of today have been attached to their television sets. During the 50 years in the making, the television set was an invention to beguile the masses as they formed a new life style in society. People have grown close with their television sets watching them for hours and hours everyday. This targets at the young viewers at most. The children of today are the ones to become more affected by the different programs on TV. This alters their lives as they gain impressions on the violence they witness on their television sets. Children that watch television for long periods of time may also impair themselves as it will affect their academic work, behavior, and surroundings.

The generation of children today has been surrounded mainly by technology giving them birth to a new digital age, and the television set plays a big role for many young viewers. Violence viewed on television help shape the many lives of children in America today. Violence gives the children ideas, impressions, and changed behaviors. Children look up to heroes and they tend to look up to a role model, and they are easily found in action-packed movies with lots of violence and explosions. This also changes their behaviors to become more aggressive and tends to make them dysfunctional members of society. "They often mimic the violent actions they see in playful ways" said by "*Your Children and TV*"¹ indicates that the young viewers are dampened with a dark cloth of violence as they tend to mimic what they view on tv at a very young age. These action-packed movies give the children of today many ideas of violence. They gain the knowledge on how to hurt people in society in various ways or how to kill a bunch of people in an invincible way with guns and explosions. Television has played a big part with violence in children's lives for many years and continues to persist.

Children who view their television sets for long periods of time can also create complications in their academic work and their surroundings. Television is a thing that is really addicting to children and statistics show proof that the children watching more television are doing more poor in school and are not as literate compared to the children who watch little television. "No single factor affected the children's schoolwork as much as the amount of TV they were watching" by *"Your Children and TV"* shows that children's academic work are being deeply affected by television. Their surroundings are even affected as they become diminished of outside activities. "They may become less actively engaged in exploring their neighborhoods, socializing with friends, engaging in sports and games, or participating in other enjoyable activities that indirectly affect how well they do in school." indicates that the children of today rather stay home and watch a box than go outside to do something productive and active. This will create a generation of degenerates that will harm the common peace of society.

This speech concludes that watching television for long hours can be very harmful to the young audience. This may harm children in their future as it will reduce many qualities of the children. Children will end up lacking in thier academic work, their surroundings, and physical activity. Their viewing of the violence on their television sets can create negative ideas, impressions, and change in behaviors. Television is a really harmful thing to children as they wasting long hours of their lives reducing their chances of becoming active functional members of society.

Student sample #3

There is not a household in America without a television. "Approximately 75 million sets are tuned in each weeknight," a statement from the article "Your Children and TV." However, just because everyone has a TV, doesn't mean TV is good for you. TV has taken effect on many aspects of our lives. This article I read portrays negative effects of television on children. According to the article "Your children and TV," children spend most of their time either watching TV or sleeping. Because TV plays a big role in a child's life, parents should be aware of the amount of time their kids spend watching TV. They must also take in consideration what the children are watching. Not all the TV shows are good for the kids. There are many violent shows that kids can watch. These shows can have a negative effect on kids.

This article claims that kids choose to watch TV instead of doing their homework. There is a study that found children who watched the most TV were the ones who didn't perform as well as the kids who didn't watch as much TV. Reading is so important for developing vocabulary. Kids will need to be able to communicate effectively and they might not learn this from watching TV. Education comes first, then comes entertainment.

Much research has been done to see the effects of TV on children. "Three Canadian towns have been compared. One town had no TV, one had only commercial TV, and the third had both commercial and public TV. The findings showed that the children in the town with no television were the best readers, whereas those with only commercial television were the poorest readers. Children who lived in the town with one public and one commercial channel were in between. And when the town that previously had no TV began receiving it, reading scores fell." This research, from the article, proves that TV can have a negative effect on children's schoolwork. Kids would perform better, academically, if they watched less TV. They could do more positive activities such as reading. Also according to the same article, TV may cause children to "become less actively engaged in exploring their neighborhoods, socializing with friends, engaging in sports and games, or participating in other enjoyable activities that indirectly affect how well they do in school." Teen graduates would have watched 48,000 commercials and seen 13,000 violent deaths on TV. This means they spent more time watching TV than in a classroom.

Television portrays violence more often than necessary. This is bad for the kids because when they see it on TV they think it's acceptable behavior, and it's not. Kids start thinking violence is a normal everyday activity. Kids become more aggressive. They try imitating their favorite super heroes such as "Spiderman" and they might end up in the hospital. "Three- and four-year olds who watch a large number of action shows are more apt to be disruptive in nursery school. This is true regardless of family composition or income. Youngsters who had watched many violent shows when they were eight were rated as more aggressive by friends and neighbors ten years later, when they reached eighteen." They can be dangerous because they could hurt someone else or even end up hurting themselves. Maybe if less kids watched violence on TV, there would be less violence in the world. "Some children become so involved in the violent world on the screen that they begin to believe the world is a "mean and dangerous" place that is more violent than it actually is." Please take this in consideration when watching TV it could affect your academic performance and behavior.

Don't get me wrong, I enjoy watching TV as well. There are positive shows out there. One example from this article, is the show "Reading Rainbow." This is a show intended for kids that promotes reading. It shows you the text and animation to better understand the story. There are good resources out there such as the discovery channel or the history channel. They do a good job in informing. Just something to think about when choosing your television shows and the amount of hours you'll spend watching it.

Student sample #4

Television is a major part of the American lifestyle. Throughout the years it has been viewed, and advanced as well. From the standard television to the lcd's and plasmas we have today. Today's youth is highly dependent on television. As the years pass the youth grow more dependent on it, they way they behave towards others can be reflected upon what they see on the television screen. This can be good and bad depending on the television programming that they view.

When you see many of today's youth, they can be seen as very violent and rowdy. Most of this behavior is caused because of what they view on the television screen. A good portion of today's television programming is violent and full of more mature material. Parents aren't really supervising their kids television activities so they could easily be watching programming that isn't appropriate for their age. Whenever you see kids fighting, playing rough, or doing anything worse, take into consideration what they do when they get home and what they see, that can really reflect their leisure activities.

Television can also cut into your academics and schoolwork. Instead of working on a paper or project that's do tomorrow, your waiting for the new season of south park to start. Or while they're supposed to be working on a project during class they're talking to their friends about last night's episode. Statistically most young people shouldn't even have a television in their rooms and yet they do. This can easily hinder their academic growth and expanding.

I'm not saying that television can be bad ALL the time, but as Americans we really need to limit ourselves. The time we spend watch television can be spent bettering ourselves, or going out and doing something besides television. Television isn't bad, but we need to limit ourselves.

Writing an **introduction** (2 suggestions)

1. Start with a (or several if it's a speech) rhetorical question.
2. Start with an anecdote (a story that illustrates the point you are making). You can use one that is in your research, or make up one of your own.

Example #1

How many of you watch TV every night of the week? How many of you stay up past 11 p.m. because you can't move from the TV? How many of you feel so tired in the morning that it's hard to get up for school? Do you have any idea how watching so much TV can affect you? Probably not! After all, you're probably not even thinking. Seriously, boys and girls, that is one of the problems of watching a lot of TV. You stop thinking!

Example #2

Good Morning! I would like to tell you a little story about a friend of mine. Heidi was an active 14-year-old who loved sports and got good grades in school. Unlike most of her friends, her family only had one small TV that was NOT hooked up to cable. Then one day.....(explain what happened when Heidi got a huge TV with cable connection). So what has Heidi's experience shown us? Right! Watching too much TV can do us more harm than good.

Writing a **conclusion** (2 suggestions)

1. Tie your idea from your introduction to your conclusion. You can begin your conclusion with a rhetorical question.
2. Tie your idea from your introduction to your conclusion. This time continue the story you started in your introduction by finishing it in your conclusion.

Example #1

So, boys and girls, are you thinking now? Are you thinking about (add the ideas/arguments/points you made in your speech). Don't sell yourself short. Turn on to your future and turn off the TV!

Example #2

The last time I spoke to Heidi, I saw a changed person. She finally made up her mind to participate in life, not to just watch it pass by on a silver screen. Like you, she finally realized that (explain what Heidi and you realized).

