

A Supported Opinion Essay on Conflict Level 3, Sample 1

A

Gun Control

Target Audience: General Public (18-55)

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Gun Control Essay

Gun control laws state that a civilian is not allowed to possess a firearm under any circumstance. The only people who can bear firearms are the military and the police. Many people believe that gun control will lead to a decrease in firearm related incidents. Gun control is not the answer to our problems with firearms. It is a solution, but not an effective one because not everyone that bears a firearm wants to kill someone. Secondly, it isn't effective because guns can be used for self-defense and other purposes like hunting. Thirdly, it is ineffective because gun control does not keep guns out of criminals' hands.

Firstly, gun control doesn't work well because some people think everyone who has a gun intends to kill someone with it. However, most people don't want to use guns to kill people. Most people have firearms for protection, collection and, hunting. Guns have gained a bad reputation in the past couple of years because they have been improperly used. For instance, guns have been used as a method for solving problems like hate, stress, and crime, which has caused them to be hated. Thirdly, the registration that one has to go through to acquire a license to bear firearms is enough to discourage someone from harming someone else. In closing, gun control doesn't work because most gun owners don't want to misuse their guns.

Secondly, guns have practical purposes like hunting, recreation and, self-defense. When the gun control laws are put in place, the people who use the guns for the stated purposes will lose their guns, not the criminals. The purposes that the guns are used for are common and the people that own them have them registered and are responsible people. If gun control were put into effect, this would mean that there would be no more hunters or people that have a gun for self-defense. In conclusion, gun control is ineffective because the government would be losing millions of dollars in revenue if gun control was placed upon hunters who buy gas, licenses, guns, ammunition, clothing, accessories, (knives, matches, first aid kit, etc.), and transportation.

Finally, gun control is ineffective because when the guns are taken from the people who register them the criminals are not affected because they are buying their guns off the street. For example, the gun control laws will only seize the registered firearms and the criminals who are causing the problems will still get guns. "...Gun control prevents self-defense by honest citizens more than it deters criminals..." (Ottawa Citizen, Arguments and Observations section) introduced, the law-abiding citizens would suffer. The criminals, however, would be unaffected because they don't register their guns or buy them legally. "When criminals commit crimes, we don't plan on getting caught, so the penalties are irrelevant," said a Michigan inmate. (Bell) In conclusion, if gun control was put into effect, it would not stop the criminals who cause the problems; just the people who register their guns.

To summarize, if gun control were to be put into effect in Canada, there would be honest people losing their rights to own a gun collection and use guns for self-defense. Secondly, hunters will lose their right to hunt and bear firearms. Thirdly, the people who

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register their guns would be falling into a trap by having their firearms taken away after they have just registered them. I think that gun control should not be used, and if it is the people, not the criminals will suffer severely.

Works Cited

Joly, Claire “Why Gun Control Is Not The Right Answer” *The Ottawa Citizen* (December 4, 1999): Argument and Observation Section.

Bell, Dawson “Gun Laws’ effect on crime seems minimal”
http://www.freep.com/news/mich/exile31_20000531.htm

Teacher’s Notes

Knowledge/Understanding

- The writer unites the introduction, body, and conclusion to develop a well-supported opinion.
- The conclusion summarizes the writer’s opinion and ties the arguments presented in the body of the essay to the opinion stated in the introduction.

Thinking/Inquiry

- Opinions are perceptive, as more than one aspect of the conflict is addressed in support of the opinion (e.g., “when the guns are taken from the people who register them the criminals are not affected”).
- The writer shows definite causes and consequences (e.g., “In conclusion, gun control is ineffective because the government would be losing millions of dollars in revenue if gun control was placed upon hunters who buy gas, licenses, guns, ammunition, clothing, accessories ... , and transportation.”).

Communication

- Paragraphs begin with a topic sentence (e.g., “Firstly, gun control doesn’t work well”; “Secondly, guns have practical purposes”; “Finally, gun control is ineffective.”).
- Transitional sentences between paragraphs are used to clarify the course of the argument (e.g., “In closing, gun control doesn’t work because ...”).
- The single controlling idea is evident throughout (e.g., every paragraph refers to gun control).

Application

- Language conventions are followed with considerable accuracy and effectiveness (e.g., verb tenses are consistent and appropriate).
- Sources are identified with considerable accuracy (e.g., in paragraph 4, the direct quotation “When criminals commit crimes, we don’t plan on getting ...”).
- The citations match the quotations found in the body of the essay.

Comments/Next Steps

- The first sentence of the essay is an assumption; the writer should look for clarification or refinement, examine the first argument, and rework it to match the rest of the opinion (e.g., “Gun control is not the answer to our problems with firearms. It is a solution, but not an effective one because not everyone that bears a firearm wants to kill someone.”).
- Sentence construction and pronoun reference need improvement (e.g., in the sentence “For instance, guns have been used as a method for solving problems like hate, stress, and crime, which has caused them to be hated”, the antecedents for the pronouns “which” and “them” are unclear).
- The student needs to proofread his or her work to correct errors in punctuation (e.g., “In conclusion, if gun control was put into effect, it would not stop the criminals who cause the problems; just the people who register their guns.”) and to catch inadvertent omissions (e.g., “... [*missing text*] introduced, the law-abiding citizens would suffer.”).

A Supported Opinion Essay on Conflict Level 3, Sample 2**A**

The Truth About Smoking
Audience: Age 15 to 19

In Canada, you have to be over the age of 19 to smoke, yet teens are getting hold of cigarettes and influencing other kids to begin. In fact, more than 3000 kids become addicted to smoking each day. When you consider that information, would you believe that's over one million per year? To many teens are becoming smokers and are unaware of the affect it has on themselves and others.

In fact, I think that one of the main problems is that teens, under the legal age, are becoming smokers. But ask yourself this question, what is causing them to smoke? Many people may not realize this, but there are signs, clues that could lead to prevention. At one point or another, you've probably seen smoking advertisements in magazines, on billboards, on t.v, or in windows at the mall. (C.O.S.T) The truth is these signs are meant for teens to see. Behind the scenes, tobacco producers are actually praying on teens because they know that once most of them start, they won't quit. In turn they will become customers of that product for nearly the rest of their lives. I think more action needs to happen. What I mean by that is, too many people are just sitting back and watching it happen. They could be doing something to prevent it, what will you do?

While you may be the only smoker out of your friends, in reality, they are smokers too by inhaling second hand smoke. Warren Clark, author of 'Exposure to Second Hand Smoke' states, "Nearly half of non smokers are exposed to second hand smoke " (Clark page 161-65). His quote brings up an interesting point. As I look around the school property, many non-smoking people are hanging around with their smoking friends. Later on this could affect them too. By inhaling second hand smoke, you are exposed to the same risks as smokers. It reminds me of a commercial I saw on t.v. It was about a retired married couple, in which the husband smoked. In the end it wasn't him he was worried about, it was her. She had died from second hand smoke. Life is to short, and it will be shorter if you smoke. If you do choose to smoke, at least be respectful enough to go outside and smoke when your at a restaurant, and don't smoke around people who don't smoke. It's your decision to smoke not ours.

Consequently, when teens make the decision to smoke, not many of them really know what they're getting into. I think that teens need to know what comes after all the fun. When teens begin to smoke, they are literally gambling with their life. Smoking can decrease your life expectancy, and create more risks for health problems like respiratory problems, lung cancer, and cancer of the mouth. The longer someone smokes, there is a significant decrease in your energy level, and your taste and smell are often distorted. If you ask me cigarettes are like a ticking bomb, waiting to explode and take their toll on you. Don't even give them that chance. Don't start, if you already smoke, quit, or else suffer the consequences.

In conclusion, I guess you already know I am a non-smoker. Personally, I think smoking is absolutely disgusting, I don't smoke and I never will. I think the media needs to be more responsible with what they advertise. It is a fact that 98% of kids that start smoking don't quit. Don't let yourself be part of that 98%, don't harm your own body and infect others with second hand smoke. Please choose not to smoke.

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Works Cited

Children Opposed To Second Hand Smoke (C.O.S.T) May 28, 2000
<http://www.costkids.org/parents.html>

Clark, Warren. "Exposure to Second Hand Smoke" in Literature and Media 9 (Nelson) pages 161-65, 1999

Teacher's Notes

Knowledge/Understanding

- The writer demonstrates considerable knowledge of essay structure.
- The issue is defined in the introductory paragraph and summarized in the concluding paragraph.
- The body of the essay supports the opinion of the writer (e.g., “To many teens are becoming smokers and are unaware of the affect it has on themselves and others.”).

Thinking/Inquiry

- The writer clearly identifies relevant facts and pertinent observations about smokers and their effect on others.
- Evidence is specific and appropriate (e.g., “Nearly half of non smokers are exposed to second hand smoke.”).

Communication

- Each paragraph is developed around a single topic.
- The writer uses transitional words effectively (e.g., “In conclusion”, “consequently”).
- The writer uses vocabulary that is persuasive and focused (e.g., “cigarettes are like a ticking bomb”).
- The writer uses language that is appropriate for an adolescent audience.

Application

- The writer uses language conventions with considerable accuracy.
- The writer uses verb tenses consistently and appropriately.
- The writer identifies sources with considerable accuracy.

Comments/Next Steps

- The student should proofread his or her work for spelling and homonym errors (e.g., “To many teens ...the affect it has on themselves and others.”).
- The student should review punctuation in order to eliminate comma misuse and run-on sentences (e.g., “It was about a retired married couple, in which the husband smoked”; “Don’t let yourself be part of that 98%, don’t harm your own body ...”).