

## **Directions**

People sometimes form opinions or have attitudes against others based on lack of knowledge or on social codes (You believe something because others, sometimes adults, tell you to believe that.). These attitudes based on lack of knowledge and lack of personal experience are sometimes referred to as prejudice. Prejudice means forming an opinion without looking at the facts carefully. Prejudice is often directed at different races (black and white), different social classes (rich and poor) and/or different religions (Catholic, Protestant, Jewish, Muslim, etc.). But often negative attitudes or prejudice can be combated through learning more about and experiencing unfamiliar people, situations and/or ideas. Think about an attitude you have had that you changed after you learned more about the person, situation, or idea.

## **Write about the theme: Changing Attitudes through Knowledge**

Do **one** of the following:

- Write about a time, when you changed a negative attitude toward a person or idea after you learned more about that person or idea.

**OR**

- Tell how a person you admire changed a negative attitude toward a person or idea after s/he learned more about that person or idea.

**OR**

- Persuade readers of the importance of basing attitudes on wide knowledge and experience. (Give specific examples).

**OR**

- Write about the theme in your own way.

Use examples from real life, from what you have read or watched, or from your imagination. Your writing will be read by interested adults.

Use the paper provided for notes, freewriting, outlining, clustering, or writing your rough draft. If you need to make a correction, cross out the error and write the correction above or next to it.

You should give careful thought to revision (rethinking ideas) and proofreading (correcting spelling, capitalization, and punctuation). Use the checklist and rubric to help improve your writing.

Appendix #1

## Review of Writing: Publishing Final Copy

Now you will be doing three things: revising your paper (which means to rethink your ideas); polishing your paper (which means to edit and proofread); and recopying your paper as neatly as possible.

Use the following checklist as you revise and edit the writing that you have done. When you are finished revising, you must make a final copy of your paper. Then, proofread your final copy to make sure that all of your revisions have been made.

### **CHECKLIST FOR REVISION:**

1. Do I have a clear central idea that connects to the topic?
2. Do I stay focused on my central idea?
3. Do I support my central idea with important and relevant details/examples?
4. Do I need to take out details/examples that DO NOT support my central idea?
5. Is my writing organized and complete, with a clear beginning, middle, and end?
6. Do I use a variety of interesting words, phrases, and/or sentences?

### **CHECKLIST FOR EDITING**

7. Have I checked and corrected my spelling to help readers understand my writing?
8. Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

### **CHECKLIST FOR PROOFREADING:**

9. Is everything in my final copy just the way I want it?

Reread your writing. You should cross out or erase any errors you make. You will have as much time as you need.

Appendix #2

## Rubric Writing from Knowledge and Experience

Characteristics	6	5	4	3	2	1
Content and Ideas	The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate.	The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate.	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness.	The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details.	The writing is only occasionally clear and focused. Ideas and content are underdeveloped.	The writing is generally unclear and unfocused. Ideas and content are not developed or connected.
Organization	The writer's control over organization and the connections between ideas move the reader smoothly and naturally through the text.	The writer's control over organization and the connections between ideas effectively move the reader through the text.	The response is generally coherent, and its organization is functional.	There may be evidence of an organizational structure, but it may be artificial or ineffective.	There may be little evidence of organizational structure.	There may be no noticeable organizational structure.
Style and Voice	The writer shows a mature command of language including precise word choice that results in a compelling piece of writing.	The writer shows a command of language including precise word choice.	The writer's command of language, including word choice, supports meaning.	Vocabulary may be basic.	Vocabulary may be limited.	
Conventions	Tight control over language use and mastery of writing conventions contribute to the effect of the response.	The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.	Lapses in writing conventions are not distracting.	Incomplete mastery of over writing conventions and language use may interfere with meaning some of the time.	Limited control over writing conventions may make the writing difficult to understand.	Lack of control over writing conventions may make the writing difficult to understand.

**Not ratable if: a) off topic b) illegible c) written in language other than English d) blank/refused to respond**

Appendix #3