Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your job is to choose one (or both) of these issues or topics, and to lobby *for* or *against* the passing of those laws. You will take on the role of a lobbyist and create a persuasive letter to convince your reader to support your side of the argument. You must:

* Outline why you are *for* or *against* these new laws.
* **Explain the plan and process you will use to lobby these laws**
  + Which experts will you consult?
  + How will you get the word out to gain support?
  + Who will you be lobbying?
  + When would be the most opportune time to lobby those people?
  + Where would you try to meet the people you are lobbying?
  + **How would you gain their favour?**
* **You may complete this in multiple paragraphs.**

**A.** The Administration team at our school has begun a motion to ban all student cell phones from the premises of the school. This would be enforced through the use of metal detectors at the school entrances, with the added benefit of filtering out weapons and other undesirable products. Having a cell phone in school will result in the phone being confiscated, the student having detention, a phone call home, and eventually, suspension. All teachers and administrative staff at NCS will vote on this decision to pass or strike down this motion on November 9.

Or

**B.** The Administration team at our school has begun a motion to require all students to wear school uniforms while attending Nose Creek School. The school uniforms are traditional, and include blazers and ties for all students, black dress shoes, as well as dress pants and/or skirts as a mandatory requirement. Rolling up sleeves, adding pins or decorations, and having loose or sloppily tied ties will be punishable offences (detention, phone calls home, suspension, etc.). All teachers and administrative staff at NCS will vote on this decision to pass or strike down this motion on November 9.

**Stems:**

* **ELA** 2
* **SS** 7, 8, 9, 10.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Writing Mechanics**   * grammar * punctuation * spelling * sentence structure   *Stem 2* | Response is flawlessly written, with no mechanical errors. | Written response is nearly perfect, with minimal errors that do not detract from the answer’s effective communication. | Written response has mechanical errors, which occasionally detract from the answer’s effective communication. More editing is required. | Written response has many mechanical errors, which negatively impacts the answer’s effectiveness. |
| **Writing Organization**   * paragraph formatting * logical sense and order of ideas   *Stem 2* | Response is very well organized into logical paragraphs that have consistent and natural flow. | Response is mostly well organized, but may have some lapses in order or paragraph formatting. | Response is split into paragraphs, but those paragraphs may be out of order, or paragraphs may not retain a central focus. | Writing is unorganized, and random. More time must be spent either planning or editing your work, or both. |
| **Opinion of Citizen**   * is clearly stated * has strong and valid reasons to enhance the opinion’s stance   *Stems 7 and 8* | The opinion of the student regarding the issue is clearly stated, with multiple valid and rational reasons behind the opinion.  It is clear that the student is an engaged citizen of the school through the exploration of the issue through multiple perspectives. | The opinion of the student regarding the issue is clearly stated, with some valid or rational supports.  It is clear that the student has examined the issue from more than one point of view. | The opinion of the students regarding the issue is stated, but may be lacking valid or rational support.  The student may have only examined the issue from their own point of view. | The opinion of the student regarding the issue is not stated, or is not supported. |
| **Persuasiveness**   * You’ve shown me you know what a Lobbyist does through the use of **realistic persuasion strategies**   *Stems 9 and 10* | The student uses a variety of strong persuasive strategies to convince the reader to vote in their favor. They have eloquently and effectively become a lobbyist. | The student uses some good persuasive strategies to vote in their favor, however not all strategies are valid or convincing. Student has done a good job becoming a lobbyist. | The student makes an attempt to use persuasive strategies to convince the reader. Not all strategies work, or are valid or realistic.  Student has become a lobbyist, but most work on becoming more convincing. | Student’s persuasive efforts are outlandish, vague, or unconvincing, and the reader is not persuaded to vote in their favor. The student is not an effective lobbyist. |