



NAACP
PADUCAH BRANCH

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2025 FREDRICKIA HARGROVE POSTER CONTEST

Division 3: 6th Grade

Argumentative Essay Prompt

SCENARIO

Imagine your 6th-grade class is like a small town filled with diverse people with different interests, backgrounds, and experiences. Just like in a town, there can be misunderstandings, disagreements, and even conflicts. Maybe the kids who love sports don't always get along with those who love music, or perhaps students new to the school feel left out. These divisions can make it hard to learn and grow together.

But what if we could build bridges instead of walls? What if we could find ways to understand and appreciate each other's differences? Imagine a school where everyone feels welcome, respected, and included. That's the kind of community we can create when we work together to build bridges.

Think about the times you've felt connected to your classmates, even those different from you. Maybe you worked together on a project, cheered each other on at a game, or had a friendly conversation. These small moments of connection can make a big difference in how we feel about ourselves and our school community.

WRITING TASK

In an argumentative essay, take a position on the following statement: **"Building bridges of friendship and understanding between students from different backgrounds is important for creating a positive and inclusive school community."**

SUPPORTING YOUR ARGUMENT

To support your position, consider the following:

- Examples of bridge-building: Think about times you've seen classmates build bridges with each other.
- Maybe they helped a new student feel welcome, organized a school-wide event, or stood up for someone who was being bullied. How did these actions make a difference?
- Benefits of friendship and understanding: Explore the positive effects of having friends and classmates from different backgrounds. How can we learn from each other? How can we become more understanding and accepting of others?
- Challenges and solutions: What are some challenges to building bridges between different groups of students? How can we overcome these challenges? What can you do personally to build bridges in your school?



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- Personal experiences: Share your experiences building bridges with classmates who are different from you. What did you learn from these experiences?

ALIGNMENT WITH KENTUCKY WRITING STANDARDS:

This essay prompt aligns with the Kentucky Academic Standards for Writing for 6th grade, specifically the standards for argumentative writing (W.6.1) and developing ideas (W.6.4). Students will need to state their claim clearly, provide reasons and evidence to support their claim, and logically organize their writing.

ADDITIONAL NOTES:

- Encourage students to use specific examples from their own experiences and observations.
- Remind students to use appropriate language and tone for a persuasive essay.

ESSAY SCORESHEET

Student ID Number:	0	Competition:	0	Total Points	0
Grade Level:	4th-5th	Set Number:	0	Rank	1
		Round:	0		

SECTION 1: SPECIFIC COMPONENTS OF THE ESSAY

COMPONENT	ANALYSIS QUESTION	1	2 - 3 - 4	5 - 6 - 7	8 - 9 - 10	SCORE
1.) Introduction/Hook	<i>Did the opening sentence or hook effectively capture your attention and make you want to continue reading?</i>	The opening does not capture attention	The opening somewhat captures attention	The opening moderately captures attention	The opening strongly captures attention	
2.) Opinion/Argument	<i>How clear and specific is the opinion/argument presented in the introduction?</i>	The opinion/argument is unclear and irrelevant	The opinion/argument is somewhat clear and relevant	The opinion/argument is moderately clear and relevant	The opinion/argument is very clear and highly relevant	
3.) Opinion/Thesis Statement Relevance	<i>Does the opinion/thesis statement connect well with the prompt and make you understand the writer's</i>	The opinion/thesis is unrelated to the purpose of the essay.	The opinion/thesis somewhat aligns with the purpose of the essay.	The opinion/thesis moderately aligns with the purpose of the essay.	The opinion/thesis strongly aligns with the purpose of the essay.	
4.) Opinion/Thesis Statement Points	<i>Do the points supporting the opinion/thesis make the argument clear and logical?</i>	Points are unclear and unsupported.	Points are somewhat clear and supported.	Points are moderately clear and well-supported.	Points are very clear and highly supported.	
5.) Idea Transition	<i>How smoothly do the ideas transition from one to another in the essay?</i>	Ideas transition poorly and disrupt understanding.	Ideas somewhat transition smoothly, but with some disruption.	Ideas moderately transition smoothly, with minimal disruption.	Ideas transition very smoothly with no disruption.	
6.) Idea Development	<i>Are the ideas in the essay well-developed and explored in depth?</i>	Ideas are underdeveloped and lack depth.	Ideas are somewhat developed with moderate depth.	Ideas are moderately developed with some depth.	Ideas are very well-developed with significant depth.	
9.) Conclusion/Call to Action	<i>Does the conclusion/call to action effectively summarize the essay and leave you with a clear understanding or course</i>	The conclusion/call to action is unclear or ineffective.	The conclusion/call to action is somewhat clear and effective.	The conclusion/call to action is moderately clear and effective.	The conclusion/call to action is very clear and highly effective.	

SECTION 2: HOLISTIC OVERVIEW OF THE ESSAY

10.) Purpose	<i>How well does the essay convey its purpose and make you understand the writer's intentions?</i>	The purpose is unclear and leaves the reader confused.	The purpose is somewhat conveyed but lacks clarity.	The purpose is moderately clear and understandable.	The purpose is very clear and effectively conveyed.	
11.) Audience	<i>Does the essay seem to consider its audience and effectively communicate with them?</i>	The essay neglects the audience's needs and perspective.	The essay somewhat considers the audience but lacks effectiveness.	The essay moderately considers the audience and communicates with them.	The essay effectively considers the audience and communicates with them.	
12.) Voice/Tone	<i>How well does the essay's voice and tone engage you as a reader and convey the writer's attitude?</i>	The voice and tone are unengaging and fail to convey the writer's attitude.	The voice and tone somewhat engage the reader and convey the writer's attitude.	The voice and tone moderately engage the reader and effectively convey the writer's attitude.	The voice and tone strongly engage the reader and effectively convey the writer's attitude.	
13.) Persuasive Strategies	<i>How effectively does the writer use persuasive techniques to make their opinion/argument compelling and convincing?</i>	Persuasive techniques are ineffective and fail to make the argument compelling.	Persuasive techniques are somewhat effective in making the argument compelling.	Persuasive techniques are moderately effective in making the argument compelling.	Persuasive techniques are highly effective in making the argument compelling.	
14.) Historical/Cultural Context	<i>Does the essay effectively integrate historical or cultural context to support its argument or perspective?</i>	Historical/cultural context is absent or irrelevant to the argument.	Historical/cultural context is somewhat integrated but lacks effectiveness.	Historical/cultural context is moderately integrated and supports the argument.	Historical/cultural context is effectively integrated and strongly supports the argument.	
15.) Grammar, Spelling, and Capitalization	<i>How well-written is the essay in terms of grammar, spelling, and capitalization?</i>	The essay is riddled with grammar, spelling, and capitalization errors, hindering understanding.	The essay contains some grammar, spelling, and capitalization errors, affecting readability.	The essay is mostly free of grammar, spelling, and capitalization errors, enhancing readability.	The essay is impeccably written with no grammar, spelling, or capitalization errors.	
16.) Sentence Variety	<i>How varied and engaging is the sentence structure in the essay?</i>	The essay lacks sentence variety, making the writing monotonous and uninteresting.	The essay has limited sentence variety, somewhat impacting the writing's engagement.	The essay exhibits moderate sentence variety, enhancing the writing's interest.	The essay showcases rich and varied sentence structures, greatly enhancing the writing's interest.	
17.) Vocabulary	<i>How rich and appropriate is the vocabulary used in the essay? Does it enhance the writer's argument and make the essay more engaging to read?</i>	The vocabulary is limited and inappropriate, detracting from the argument's persuasiveness.	The vocabulary is somewhat rich and appropriate, but lacks impact.	The vocabulary is moderately rich and appropriate, enhancing the argument's persuasiveness.	The vocabulary is highly rich and appropriate, greatly enhancing the argument's persuasiveness.	