Write On Unit 5: Persuasive/Argument Essay

Content Area: **English**
Course(s): **Language Arts, Art**
Time Period: **January**
Length: **1-2 weeks**
Status: **Published**

Unit overview

To understand how to write an effective argumentative essay

Enduring Understandings

Argumentative essays help communicate the writer's viewpoints with evidentiary support. They also allow various viewpoints to be communicated.

Essential Questions

1. **What makes an argument effective?**

2. **How can you identify and evaluate different perspectives on an issue?**

3. **How does the structure of an argumentative essay impact its persuasiveness?**

4. **What role do word choice and tone play in persuasive writing?**
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5. **How can you develop a strong thesis statement for an argumentative essay?**

6. **How can you use revision to strengthen your argumentative essay?**

7. **Why is it important to practice ethical writing in an argumentative essay?**

Instructional Strategies and Learning Activities

- Complete Start Up Activity in Teacher Guide

- Preview argument writing by using the PAST strategy. The Purpose is to persuade readers by building a logical case for a position. The Audience and Subject depend on the assignment. The Type of writing can range from an argument essay to an editorial or proposal.

  Use the "Link to the Traits" to focus on the ideas, organization, and voice in argument writing. (Handbook p. 200)

- Work through DBQ Question and Documents. Decide which characteristics they want to argue. OR Use Handbook p.201 for ideas.

  You can also point students toward a whole array of additional writing topics, sorted by grade and form. (Handbook p. 201)

- Have student volunteers read each paragraph and its accompanying side notes out loud. Ask students to search the text for examples of features mentioned in the side notes.

  You can also share other persuasive student models with your students. OR Share DBQ model essay for students to notice and grade using rubric.

- After you finish reading the argument essay, ask your class to study the "Patterns of Organization" graphic at the bottom of the page. It offers two different organizational approaches depending on whether readers are receptive or resistant. Ask students why each structure would best reach its audience. Then have students decide which pattern is used in the sample argument essay (the receptive audience).

  Help students understand that effective organization can make an argument more convincing. (Handbook p. 203)

- To help your students brainstorm topic ideas for their argument essays, have them create a best and worst chart for four locations, such as school, home, community, and world. Have students use the chart to select a topic that they can promote (best) or propose a solution for (worst).

  Then, help students form an opinion about their topics. Have them write a value claim about the topic (telling its worth), a policy claim about it (telling what should be done), or a truth claim (giving a hypothesis to prove).

  If you would like students to be mindful of the rubric for their argument essays, use the argument rubric. (Handbook p. 204)

- Once students have selected a topic and experimented with different types of claims, have them do research to gather support for their positions. Remind them that different types of details provide different kinds of support. (See page 173 for more.) You can assign students to find at least one of each detail type: fact, statistic, prediction, anecdote, and quotation. Of course, more details in prewriting will give them more material to draw from for drafting.

  One of the strongest types of support is an answer to an objection. Have your students write down objections to their positions and then come up with answers. (Handbook p.205)

- After your students have gathered reasons and answered objections, lead them through the material on this page. Show them the three strategies for getting readers' attention in the beginning. Encourage them to use transitions to connect and organize the details in the middle, and demonstrate the ending

strategies. Then get them writing! (Handbook p. 206)

- When students have completed their first drafts, present "A Closer Look at Revising: Persuasive Voice" and "A Closer Look at Editing: Punctuation." Remind students that revising focuses on big changes with ideas, organization, voice, word choice, and sentence fluency. Editing focuses on correct conventions.

  Refer to the revising and editing checklist to help guide students as they revise, respond to peer writing, and edit their work. (Handbook p. 207)

- Use the argument rubric to help students self-assess their writing, or use it in your own assessment of their work. (Handbook p. 208)

Integration of Career Readiness, Life Literacies and Key Skills

9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.

9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.1.2.FP.2	Differentiate between financial wants and needs.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.1.2.PB.2	Explain why an individual would choose to save money.
9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.2.8.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.2.8.CAP.17	Prepare a sample resume and cover letter as part of an application process.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to

	achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology and Design Thinking

Use of Chromebooks and Google Docs/Slides to use graphic organizers and to draft, edit, revise, and publish essays.

Interdisciplinary Connections

Writing is connected to all disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit: process, product

Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Students will be encouraged to challenge themselves when writing. Struggling students will receive additional instruction and modifications .

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit: IXL Diagnostic

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit: exit/entrance slips to check for understanding; question trails; skillsbook activities; writing conferences

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit: DBQ Essay

Instructional Materials

Chromebooks

ELA notebook

Write On Course 2020 Handbook

Write On Course 2020 SkillsBook

Flocabulary

Standards

W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.AW.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.AW.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
W.AW.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.RW.7.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.