Unit 3-4 Argument

Content Area: **Language Arts**
Course(s): **Lang. Arts 7 ACC**
Time Period: **Marking Period 3**
Length: **MP3-4**
Status: **Published**

Essential Questions

- How do I evaluate an argument's effectiveness?
- How do I effectively organize information to persuade a reader to accept my opinion?
- How does background knowledge enhance comprehension of literature?

Big Ideas

Anchor Standards

AS.R.1-3 The interactions of literary elements contribute to its overall meaning.

AS.R.4-6 Authors use the structure of text and nuances of language to craft their work.

AS.R.7-9 Good readers deduce meaning from text through interpretation and comparison.

AS.W.1-3 Different formats of writing are used for different purposes.

AS.W.4-6 Technology is a useful tool for assisting authors with the writing process.

AS.W.7-9 Research requires the synthesis of ideas from a variety of sources and the presentation of those ideas in an original written interpretation.

AS.SL.1-3 The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.

AS.L.4-6 Various aspects language can be associated with academic, creative, and professional platforms.

Core Reading: *Refugee*

Core Writing: Argumentative Essay

Other Formative Writing: Response/Reflection Journal Entries, Open-Ended Responses, Various Persuasive Text Analysis Using Multiple Text Evidence

Supplemental Resources: *Prentice Hall Literacy, Junior Scholastic News, Foundations, Sadlier-Oxford Vocabulary Workshop,* Google Platform

Supplemental Independent Inquiry Project: Historical Point of View Analysis

Presentation Skills: Argumentative Techniques, Socratic Seminar, Debate

Technology: Google Platform, research, online collaboration

Cross-Curricular Integration

Integration Area: Social Studies

6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

Activity:

Using technology, students will participate in various online simulations and virtual tours of prominent locations and relevant landmarks connected with World War II and the Holocaust to enhance their understanding of the major historical events in the plots of the novels *The Boy Who Dared* by Susan Campbell Bartoletti and *Kristallnacht* by James Deem.

Integration Area: Science

MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Activity:

During a study of the novel *Seedfolks,* by Paul Fleischman, students conduct a hands on research related to plant growth using the scientific method while conducting experiments that focus on careful observation and precise measurement to compose comprehensive lab reports of their findings. Students research successful local community gardens, their benefits and examine a variety of cultural customs. Students will collaborate

with the school's Green Club and contribute to the Community Garden.

Diversity Integration

Race and Ethnicity

Objective:

SWBAT develop an awareness of the diversity & the cultures of the different immigration movements from Syria, Cuba, and Germany and how becoming a refugee impacts lives across the globe.

SWBAT analyze the immigration movements of a variety of groups while diving deep into the empathy component of CARES, focusing on the diversity and lives of those who were impacted by refugee status and displacement from their home countries.

Activity:

Students will:

- Complete research on the Syrian, Jewish, and Cuban immigration patterns
- Students may complete this is a JigSaw activity
- Students will create a Google Slides doc to present the findings and present their slides to their peers
- Students should include the reasons for immigrating, the path of immigration, the difficulties and successes in immigrating, accounts from actual individuals, images that relate

CSDT Technology Integration

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.8.DA.3: Identify the appropriate tool to access

data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity:

Complete a Multimedia Text Set in preparation for the reading of *Refugee*. Students will explore a variety of topics that relate to the novel.

Publishing: Argumentative Essay, Works Cited Page, MLA Format

Enduring Understandings

Literature

RL.CR.7.1 [M] Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.7.2 [M] Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.

RL.IT.7.3 [M] Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through [and] contrast[s]ing the points of view of different characters or narrators in a text

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version[,] and analyz[ing]e the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Informational Text

RI.CR.7.1 [M] Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.IT.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.PP.7.5. Determine how an author[’s point of view or] conveys or develops perspective or purpose in a text [and analyze how the author] through distinguish[es]ing [his or her] their position from that of others using evidence

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (Students may evaluate claims and evidence of factors that have caused climate change over the past century.)

Writing

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.7.1a Introduce claim(s), about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.AW.7.1b 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.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.AW.7.1d Establish and maintain a formal style/academic style, approach, and form.

W.AW.7.1e Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening

SL.ES.7.3 [M] Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.

Language

L.VL.7.3 [M] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.7.3a [M] Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.VL.7.3b [M] Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.VL.7.3c Analyze the impact of a specific word choice on meaning and tone

L.VL.7.3d [M] Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.VL.7.3e [M] Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Resources

Prentice Hall Literacy, Junior Scholastic News, Foundations, Sadlier-Oxford Vocabulary Workshop, Google Platform

Argument Writing Rubric