Unit 3-4 Argument

Content Area: **Language Arts**
Course(s): **E/LA 8**
Time Period: **Marking Period 3**
Length: **MP3-4**
Status: **Published**

Essential Questions

- How do I effectively organize information to defend my position?
- How do I effectively evaluate another's argument?

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: *Dear Martin, And Then There Were None*

Core Writing: Argumentative Essay

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

Supplemental Resources: *The Pearl, Prentice Hall Literacy, Junior Scholastic News, Sadlier-Oxford*

Vocabulary Workshop, Google Platform

Presentation Skills: Socratic seminar, debate

Technology: Google Platform, peer collaboration, feedback, revision, research

Critical Concepts

April

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 44-58

CC.8.8.A: Tracing, Evaluating, and/or Delineating Author's Argument and Claims Linking Claims to Reasons and Evidence and Assessing the Relevance and/or Sufficiency of Reasoning

CC.8.8.B: N/A

May

Critical Concepts: Integration of Knowledge and Ideas

Educational Epiphany, Resource Guide 3, p. 59-135

CC.8.9.A: Analyzing and Comparing and Contrasting the Treatment of a Topic in Two or More Texts on the Same Topic, with Consideration of the Treatment of Events, Interpretation of Facts, or Disagreements on Matters Related to Factual Information

CC.8.9.B: Comparing and Contrasting Texts in Different Forms or Genres in Terms of their Approaches to Themes and Topics.
Comparing and Contrasting a Fictional Portrayal of a Time, Place, or Character, and an Historical Account of the Same Period.
Analyzing How a Modern Work Draws on Themes, Patterns of Events, or Character Types from Myths, Traditional Stories, or Religious Works

Cross-Curricular Integration

Areas of Integration: Science Visual and Performing Arts

6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas

influenced their economic development and interaction or isolation with other societies.

6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Activity:

During a study of the novella, *The Pearl* by John Steinbeck, students will explore the setting, climate, environment, oyster farming and geography of the setting, La Paz Mexico, calculate monetary conversions of the U.S. dollar and the peso, compare and contrast aspects of western medicine and holistic medicine and gain an understanding of the artistic style of the Mexican Muralisim Movement, featuring prominent artists, "los tres grandes," José Clemente Orozco, Diego Rivera, and David Alfaro Siqueiros.

Diversity Integration

Race and Ethnicity

Objective:

SWBAT develop an awareness of diversity related to the novel, *Dear Martin*, to analyze Justyce (the main character) coming to terms with his identity in a changing world.

SWBAT connect the novel, *Dear Martin*, to different texts or media with similar themes.

Activity:

-Students will write a theme statement after teacher modeling
-Students will collaborate in small groups to compose a theme statement evidence to support their position

-Students will research and compare other media/art with similar themes

-Label the triangle appropriately

-Create connections between each of the medias

Diversity Integration

Mexican Heritage

Explore the culture, art and language of Mexico through John Steinbeck's novella, *The Pearl.*

African American Heritage

SWBAT integrate background knowledge in order to better understand the characters and themes in the novel, *Dear Martin*.

SWBAT conduct mini research projects to identify the impact of Martin Luther King Jr. as a leader in the civil rights movement as it relates to the novel, *Dear Martin* and present day society.

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:

Explore a virtual field trip to the San Diego Zoo similar to plot points visited in the novel *The Pigman*.

Publishing: Research Report, Credible Sources,

Enduring Understandings

Reading

RL.CR.8.1 [M] Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.8.2 [M] Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.

RL.IT.8.3 [M] Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Informational Text

RI.CR.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text.

RI.IT.8.3 Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledg[es]ing and respond[s]ing to conflicting evidence or viewpoints.

RI.AA.8.7 [M] Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced. (Students may evaluate texts that outline design solutions to determine how well they meet the criteria and constraints of a problems such as rising global temperatures, while discounting irrelevant evidence.)

RI.CT.8.8 [M] Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing

W.AW.8.1 [M] 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.8.1a [M] Introduce claim(s), about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.AW.8.1b [M] Support claim(s) with logical reasoning and relevant evidence, relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources and demonstrating an understanding of the topic or text.

W.AW.8.1c [M] Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.AW.8.1d [M] Establish and maintain a formal or academic style/academic style, approach, and form.

W.AW.8.1e [M] Provide a concluding statement or section that follows from and supports the argument presented.

Language

L.VL.8.3 [M] Determine or clarify the meaning of unknown and multiple-meaning words or phrases

based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.8.3c [M] Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Resources

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

Argument Paper Rubric