WRITE INSTITUTE

WRITING REFORM and INNOVATION for TEACHING EXCELLENCE

Unit for Argumentative Writing Grades 9-12

This unit will be revised during the 2014-2015 school year.

SAN DIEGO COUNTY
OFFICE OF EDUCATION

Argumentative Summary

Genre/Standards Correlation
The purpose of this chart is to show the alignment of unit activities and specific rubric criteria. After using the Results Chart data to inform further instruction (i.e., reteach a specific criterion), this chart facilitates the re-teaching process.

Instructional Plan
Use this chart to guide your lesson planning. While all of the activities are important to argumentative writing, the activities in red are most essential. This plan only addresses the genre writing process. See the MGR folder for pre-writing (reading and vocabulary) activities.

Instructional Components
This document serves as an overview to the folders and sub-folders located in the WRITE curriculum.

Teacher Notes
Argumentative writing involves the complex task of raising questions, gathering, assessing and interpreting information. The process also involves recognizing implications and consequences. A well-written problem/solution essay synthesizes the key points of the problem, its causes and consequences, as well as possible solutions to the problem. Not only is this type of writing used in academic situations, but it is also used extensively in business and scientific settings. Learning the practice of problem solving has lifelong academic and workplace applications.

Understanding Genre Criteria

Clipboard
The purpose of this activity is to encourage students to organize their ideas and record key ideas as they prepare to write their essay. Encourage students to revisit rubric criteria in another format.

Clouds
The purpose of the following activities is to understand the criteria for an argumentative essay. Reinforce deductive reasoning by encouraging students to infer or guess the criteria for this genre as they choose the clouds that they think might support this genre. Use the Understanding the Criteria activity to guide students to check their clouds and restate each criterion in their own words.

Argumentative Summary

Curriculum Correlation
The purpose of this resource is to show the alignment between unit activities and the writing genre. Whether chunking instruction by rubric criteria or re-teaching criteria, this chart provides an instructional framework.

Did I?
The purpose of this activity is to revisit the rubric criteria in another format. Instruct students to organize their essay ideas by analyzing the characteristics (i.e., rubric criteria) of argumentative writing.

Inter-rater Chart
This activity can be used to foster collaboration on student writing. Remind students or teachers to keep in mind the level expectation of the student (ELD, mainstream grade span, etc.) Individually, instruct a group of students or teachers to score the same sample essay. Tally the scores for each criterion (i.e., "How many people gave this a score of zero…a score of one…a score of two?"…etc.) Try to establish consensus for each criterion (two-point spread). (Reaching consensus is a process that takes time and practice. See WRITE secondary training options for more information.) Circle the consensus score for each criterion. Add the scores and divide by 10 to get the total score. Note: there is no 'right' score; the group as a whole should move more towards consensus and common expectations for different levels of writing (language acquisition and grade span) over time.

Peer-Editing Clock
This purpose of this activity is to provide an opportunity to edit and revise writing. As with all peer-editing activities, it is important to establish guidelines to foster respectful, positive interaction (i.e., use a separate paper to make comments; do not mark on the rough draft). First, review the rubric criteria. Guide students to exchange papers (in pairs) and sign each other's editing clock. At each hour on the clock, introduce one rubric criterion. Try to limit the amount of time on each element. Example: Your group has five minutes to answer the following question: "Are the ideas in this essay clearly organized?"

Prompt
See Prompt Guidelines in Multi-Genre Resources.

Results Chart
This chart provides an overall snapshot of a class of student writing scores. The purpose of this chart is to record student scores and examine how or if students are progressing in writing. In addition to documenting student scores and providing student feedback, this tool also informs instruction and validates instructional strategies. Often, teachers use the data from this chart to inform their own classroom instruction. If the entire class scores low on a single criterion, for example, that might be an area to reteach in the final editing phase of writing.

Argumentative Summary

Scoring Guide (Rubric)
When scoring with rubrics, the goal is to measure the overall growth in writing over time and across a variety of styles. The frame of reference for scoring each criterion is the English language proficiency level of the student. Score based on the evidence in the writing that addresses the specific genre expectations.

Student Scoring Guide
The purpose of this resource is to provide students with the expected criteria of this genre. Provide the rubric to students when unit implementation begins. Discuss each criterion and explain the number system from 1 to 6 and. When students finish their writing pieces, they can score their own writing in relation to the genre expectations. Students use this to guide them in revising their writing pieces.

Genre Vocabulary
Discuss the specific vocabulary associated with the argumentative genre.

Windowpane
Use teacher-modeled drawing, gestures and repeated phrases to introduce the key vocabulary and concepts of the rubric criteria. Instruct students to say what I say and do what I do" for each blank pane. After drawing each pane, model the script and motions for each pane. Be sure to do this <u>with</u> your students!

Acquiring Genre Literacy

About The Genre

Brainstorming Topics
Guide students to explore issues an issue in their community and how it impacts on a broader state, national or global level.

Introducing the Writing Style
Argumentative writing involves the complex task of raising questions, gathering, assessing and interpreting information. The process also involves recognizing implications and consequences. A well-written problem/solution essay synthesizes the key points of the problem, its causes and consequences, as well as possible solutions to the problem. Not only is this type of writing used in academic situations, but it is also used extensively in business and scientific settings. Learning the practice of problem solving has lifelong academic and workplace applications.

Argumentative Summary

Persuasive Techniques
Guide students to identify and understand common persuasive techniques. Remind students that the best persuasive essays inform the reader and use reason. Emotion can certainly be used in persuasive essays; however, it should be coupled with solid reasoning.

Point of View
Guide students to identify two different points of view on a single issue. Encourage students to recognize that there can be two opposing points of view on any given single issue. Write "agree" and "disagree" on two pieces of paper on opposite sides of the room. Instruct students to take a stand on different issues. Encourage students to understand all sides of a controversial issue. Persuasive topics must be debatable. If students cannot clearly see the opposing viewpoint to their topic, guide them to choose another topic. In order to understand the opposing point of view, it is essential to be well-informed about the topic. See the Writing Prompt for a list of debatable topic. Also see the Teacher Notes (Planning Instruction) on Mini-Debates.

Target Your Audience
The purpose of this activity is to discuss how claims may or may not change for different audiences. [From the 11/12 CCSS Writing Standards for Argumentative: "Develop claims(s) and counterclaims fairly and thoroughly, supplying most relevant evidence for each while pointing out the strengths and limitations of both <u>in a manner that anticipates the audience's knowledge level, concerns, values and possible biases</u>."

Academic Oral Language

Creating Claims
<u>Claims and Evidence</u>: Encourage students to broaden their understanding of using supporting detail by choosing the sentence which best supports the claim. One sentence in each section does not support the claim well: in the first example, C does not support the claim; in the second example B does not support the claim.
<u>Narrowing the Focus</u>: Remind students to focus their claims. Broad claims are difficult, or nearly impossible, to support effectively.
<u>Creating Claims</u>: Guide students to create their own claim and support it with clear evidence and an explanation of the evidence.
<u>Supporting a Claim:</u> Guide students to consider and list the opposing point of view and counterarguments. Remind students that, to support an opinion, writers provide specific and concrete ideas to convince their audience. To expand practice of this skill, encourage students to collaborate, in groups, to develop supporting opinions for specific topics.
<u>Possible topics to consider:</u>
The school should improve the quality of food in the cafeteria.
Parent should be fined when their kids skip school.
Teens should have weekend curfews.
Learning a second language should be mandatory in school.
Parks should not be built on animal sanctuaries.

Argumentative Summary

Frames

The purpose of this resource is to provide students at various language proficiency levels with appropriate access to writing and genre style. Provide appropriate patterns to meet the needs of your students through repetitious modeled and shared writing experiences. Use a familiar context to recognize and practice argumentative language patterns. After explicitly teaching argumentative vocabulary in a common context, guide students to develop academic language by practicing (spoken or written) compare/contrast language patterns. Encourage students to incorporate the patterns (as needed) to support the development of language, cultural literacy and written communication.

While these frames can be used for writing, they are most effectively used in developing oral language. Use these frames to provide appropriate patterns to meet the needs of your students through repetitious modeled oral language and shared writing experiences. Encourage students to incorporate the patterns (as needed) to support the development of oral language, cultural literacy and written communication. This page provides students with the opportunity to practice using the correct parts of speech, conventions and syntax of standard English. Genre-specific language structures and patterns are provided as scaffolds for students to practice using with various activities in the unit.

Building on Background

Active Listening

The purpose of this activity is to sharpen verbal paraphrasing abilities, a useful skill that transfers to persuasive writing, as well as other types of expository writing. Paraphrasing is also an effective instrument for conflict resolution. Examine the similarities and differences between a verbal and written paraphrase message:

Verbal paraphrase message:	Written paraphrase message:
I am listening	I've listened/read
I understand you (or I'm trying to)	I understand (both content and purpose)
I care	I have processed, analyzed and internalized the information

Conflict Resolution

The purpose of this activity is to better understand how we handle conflict and to reinforce the need for objectivity in constructing a persuasive case. When we react to conflict with an emotional response, it can often be impulsive and done in fear or anger. Similarly, when we are making a persuasive case, the emotional response can often be the most spontaneous. Without thoughtful consideration of the conflict or the persuasive issue, an emotional response may be to strike back. To better understand how students handle conflict in different ways, instruct them to fill in the conflict scale on and then complete the questionnaire.

Argumentative Summary

<u>Extension</u>: Distribute a set of animal cards to each group and provide the group with a possible conflict scenario. Encourage students to discuss how different "animals" might handle a situation differently. (Materials include the playing cards and playing board.)

Emotion vs. Rationality
The purpose of this activity is to analyze the consequences of using emotion or rationality when responding to an event. Although emotion is a very effective persuasive technique, it may sometimes be rooted in ignorance, superstition or myth. Explore with your students how informing through reason can offer an objective, fact-based perspective.

<u>Examples include:</u>
1. Grade on an essay:
<u>Emotional response:</u> "It wasn't fair."
<u>Rational response:</u> "The time allotted for the writing was only 15 minutes and that did not even offer me time to gather my thoughts."
2. Getting tickets to a concert;
<u>Emotional response:</u> "I just have to go. This is awesome. This band is the greatest ever and everyone will be there!"
<u>Rational response:</u> "I am a mature, responsible teen: My grades are up. I can pay for the tickets myself and I have never gotten into a car with people who are not acting responsibly as well."
*Note: An emotional response is not necessarily a negative response.

Mini-Debates
The purpose of this activity is to use oral debate skills to strengthen written assignments. In the May 2004 **Journal of Adolescent and Adult Literacy**, *From dialogue to two-sided argument: Scaffolding adolescents' persuasive writing,* the authors refer to the National Assessment of Educational Progress's 1998 Writing Report Card, which indicated that 55% of the 12th-grade students in the US scored below "sufficient" on a persuasive writing task. The article suggests that teachers bring together "the experiences of dialogue and written argument" to improve students' "metacognitive understanding of the fundamentals of argument."

The authors also suggest that while two-sided written arguments are often difficult for teens, two-sided spoken arguments are not. By speaking about an issue prior to writing, this affords students the opportunity to explore alternative perspectives, offer counterarguments, and rebut counterarguments in an academic arena. The authors of the article contend the following:

> "We need to place persuasive writing within a meaningful context. Writing is a social activity -- a means of sharing ideas with others. When we put persuasive writing in the context of debate we give students additional reason to write. It becomes a means by which students formalize their thinking, share their ideas,

Argumentative Summary

and get feedback. As a result, students are motivated to examine their writing, its structure, and its impact on their readers."

Make sure to review the academic meaning of "argument" and set ground rules for group interaction. An argument is a thoughtful process of reasoning in support of a claim; it's not a quarrel or a dispute. The goal is to support a claim and to better understand complex, multifaceted issues, not to put people on the defensive.

Persuading Me
The purpose of this activity is to further explore persuasion, the foundation of argumentative thinking, in our lives. Share with the class times that you, a character in a book or movie, a friend or a well-known person persuaded others to do something. [Note: It is helpful to brainstorm short student-appropriate vignettes in advance. These stories can also tie in to a controversial topic that you might be using to discuss issues to be used for argumentative thinking.]

Also share with the class times that you have been persuaded to do something and what your motivation was for doing it. Explore the different responses to being persuaded:
Compliance: I was forced to do it, so I complied.
Identification: I felt I had to do it. I was asked to do it as a favor.
Internalization: I did it because it made logical sense to me.

[Note: Although internalization is the ideal response to persuasion, there are clearly times when compliance is best (i.e., public safety issues, etc).]

Everyday persuasive contexts:
Parent/child: "Pick up your toys."
"Make mommy happy and pick up your toys."
"Pick up your toys so nobody falls on them."

Teen context:
"You need to get a job."
"Your father and I are a little short on cash, so we need you to get a job."
"Get a job to learn responsibility."

More serious context:
"Vote."
"Vote because you should."
"Vote to exercise your rights in a participatory democracy."

Argumentative Summary

Grammar & Vocabulary

Author Bias
The purpose of this activity is to encourage students to be aware of an author's bias and to recognize how words shape meaning; the words that an author uses can convey a value judgment or bias (i.e., freedom fighter vs. terrorist). Other word choices are more subtle.
Notes:
Both (a) and (b) are biased.
Example (a) suggests that the event was a success (i.e., "more than 1000 people", "staggering", "enormous", "colossal", "12 times greater", and "fewer than") and the example (b) suggests that it was not a success (i.e., " a few hundred people", "self-defense", and "discontents.")

Extension: Guide students to maintain a neutral voice by assuming the stance of an impersonal eyewitness rather than that of a participant. The writer does not participate in the scene, rather records what s/he sees and perceives. The writer presents a factual account or description of what he/she sees and tries not to reveal or convey his/her feelings or opinions about the observation. There is no descriptive elaboration, dominant impression, or persuasion. In small groups, guide students to record a common observation (i.e., park, cafeteria, library, hallway). Each student in the group will record the same observation. In class, instruct each member of the group to share what they observed. Stress the use of third person (not first person) and note as a class the subtle differences in interpretation of the same observation.

Maps, Organizers & Outlines

Big Picture
The purpose of this activity is to provide a framework for organizing and recording supporting detail to support main ideas with convincing examples.

Outlines
The purpose of the following activities is to foster coherent, organized essays by guiding students to analyze their essay structure. Examine thesis statements and reiterate that they should clearly express a specific perspective on the text. Remind students that a thesis needs to show <u>one main idea</u> that guides their papers. As students begin to write their topic sentences, help them analyze whether or not each topic sentence does, in fact, support the thesis statement. Additionally, encourage students to analyze the essay, including the position, supporting facts and counterargument.

Argumentative Summary

Student Sample
Use the student sample to analyze essay structure and content. You may even consider scoring the essay with your student and provide feedback for improvement. Note that this student was at the ELD III (Expanding) level. See the Nutshells in the MGR.

Teacher-Modeled Essay
Use the teacher-modeled essay as a guide to create your own writing model to share with your students. Remember to keep the model one proficiency level higher than the average proficiency level for the class (i.e., for an Enhancing level class, write an exit-level Enhancing model). Research strongly supports that effective teachers model writing and provide systematic, explicit instruction on genre writing. Use the Introduction and Conclusion pages to reinforce aspects of both.

Opinion Writing
The activities in this folder support Opinion writing. Use these activities to scaffold argumentative thinking and expanding writing at the emerging/proficiency levels.

Argumentative
Instructional Components

Planning Instruction

Genre Correlation
Instructional Plan
Instructional Components
Teacher Notes

Understanding Genre Criteria

Clipboard
Clouds
Did I?
Inter-Rater Chart
Peer-Editing Clock
Prompt
Results Chart
Scoring Guide (Rubric)

Student Scoring Guide
Vocabulary
Windowpane

Acquiring Genre Literacy

About The Genre:
Brainstorming Topics
Introducing the Writing Style
Persuasive Techniques
Point of View
Target Your Audience

Academic Oral Language:
Creating Claims
Frames

Building on Background:
Active Listening
Conflict Resolution
Emotion vs. Rationality
Mini Debates
Persuading Me
MGR: Building on Background
Students as Authors

Grammar & Vocabulary:
MGR: Grammar & Vocabulary
Author Bias
Fact vs. Opinion
Complex Sentences
Transitions
Vocabulary Notebook

Main Idea:
MGR:Text Connections
Critical Questioning:
Name/Reflect/Act
Reciprocal Teaching
Socratic Seminars
Main Idea:
Annotating Text
Cornell Notes
Isolating the Main Idea
Six W's*
Summary Posters
Summary Puzzle*
Thesis Statement
Topic Sentence
Readers Response:
Double Entry Journal
Golden Lines
Making Connections
Reader's Response Journal
Searching for Evidence
Supporting the Main Idea

Maps, Organizers & Outlines:
Outlines (3)

MGR: Text Connections
Catchers and Cubes:
Bloom's Cube
Expository Catcher
Response to Text Cube
Summary Cube

Modeled Writing:
Student Sample
Teacher Sample

MGR: Text Connections
Paraphrasing:
In My Own Words
Plagiarism
Posters
Q-P-S
Quoting

*Denotes Emerging ELD Proficiency Level

Instructional Plan for Argumentative Writing

*Note: All documents are located in the **Argumentative Folder**, except for items in the **Multi-Genre Resources Folder** (marked "MGR")*

🔑 Essential Activities
Recommended
Things to Consider

Introducing the Genre
(Teacher-Guided)

📂 **Understanding Genre Criteria**
- Clouds
- Windowpane
- Genre Vocabulary
- Argumentative Rubric

📂 **Acquiring Genre Literacy**
- Choose 1-3 activities from Building on Background – see Instructional Components

📂 **Multi-Genre Resources**
- Jackdaw
- Journaling
- Vocabulary Notebook

Unpacking the Genre
(Teacher-Guided)

📂 **Acquiring Genre Literacy**
- Genre Vocabulary
- Teacher-modeled Essay (Annotate)
- (Co-write a Arg)
- Language Frames
- Organizers (Outlines)

📂 **Understanding Genre Criteria**
- Student Sample
- Inter-rater Chart
- Peer-Editing Clock

📂 **Acquiring Genre Literacy**
- Creating Claims
- Persuasive Techniques
- Point of View
- Target Your Audience

📂 **Multi-Genre Resources**
- Fact vs. Opinion
- Transitions
- Author Bias
- Thesis Statements
- Summarizing

Collaborating on Writing
(Student-Guided)

📂 **Acquiring Genre Literacy**
- Language Frames
- Student as Writers

📂 **Multi-Genre Resources**
- Research Skills
- Summary Writing
- Summary Posters
- Catchers, Cubes & Maps
- Reciprocal Teaching
- Critical Questioning
- Journaling

💭 *Things to consider:*
- Time
- Technology

Organizing the Essay
(Student-guided)

📂 **Multi-Genre Resources**
- Write rough drafts

📂 **Acquiring Genre Literacy**
- Language Frames
- Organizers & Outlines

📂 **Understanding Genre Criteria**
- Clipboard
- Prompt

💭 *Things to consider:*
- Access to Computers
- Use of Music

Editing & Revising
(Student-guided)

📂 **Multi-Genre Resources**
- Editing and Revising
- Writing Conferences
- Grammar Mini-lessons

💭 *Things to consider:*
- Access to Computers
- Use of Music

Publishing
(Student-guided)

📂 **Multi-Genre Resources**
- Publishing/Presentation
- Journaling

📂 **Acquiring Genre Literacy**
- Language Frames
- Organizers

💭 *Things to consider:*
- Technology
- Web 2.0 Tools

Journal Writing: Argumentative

Conduct a word study of "paraphrase":
"Para" is a prefix that often appears in loan words from Greek and most often means 1) "beside" (i.e., paragraph, parallel, parachute) or 2) "beyond" (i.e., paranormal, paradox, paraprofessional). Consider the three types of paraphrases:
<u>Feeling:</u> acknowledging emotions (i.e., empathizing – statements that suggest the emotional message such as: You're feeling….)
<u>Content:</u> a restatement in your own words (i.e., clarifying—"Do I have it?")
<u>Summary:</u> a short synthesis of a long communication (restate another's thoughts using different words)

Describe a time when you practiced "active listening." Was it difficult? Why or why not?

Write about a time you reacted to an incident emotionally. How might the outcome have changed had you reacted rationally?

Compare and contrast the two of the following experiences:
1. Describe a time you were persuaded by force to do something you really didn't want to do.
2. Describe a time you were persuaded by logic.
3. Describe a time you were persuaded by emotion.

Is it sometimes difficult to accept different perspectives on an issue? Why or why not? How did you feel when you were a minority on an issue? How did you feel when you were part of the majority on an issue?

Look at a window and write one sentence about what you see. Share your description with three other people. Discuss how your views may differ and still be accurate.

Teacher Notes: Argumentative Writing

A Brief Definition:

Argumentative writing includes two opposing views on an issue. The writer targets an audience, supports his/her position with evidence and reason.

The Context: Where/When/Why

• Common requirement in college
• Promotes critical thinking
• Authentic need to write argumentative texts in the workplace

The Motivation of the Writer: "So what?"

• Why should the reader care about this work?
• What can we learn from reading the work?
• What is the contradiction between views of the text?
• Is some aspect of the text particularly compelling?

The Process

1 State Your Position:

Students identify a subject, analyze their audience and state their purpose for writing about an issue.

2 Provide Reasons:

Students provide evidence that supports their position.

3 Provide Counterarguments:

Students research and acknowledge the opposing viewpoint.

4 Restate Your Case:

Students paraphrase and summarize the key reasons to support their position.

Argument vs. Persuasion

Argument

- Logos (logical appeals)
- Reason

Persuasion

- Ethos (author credibility)
- Pathos (emotional appeals)
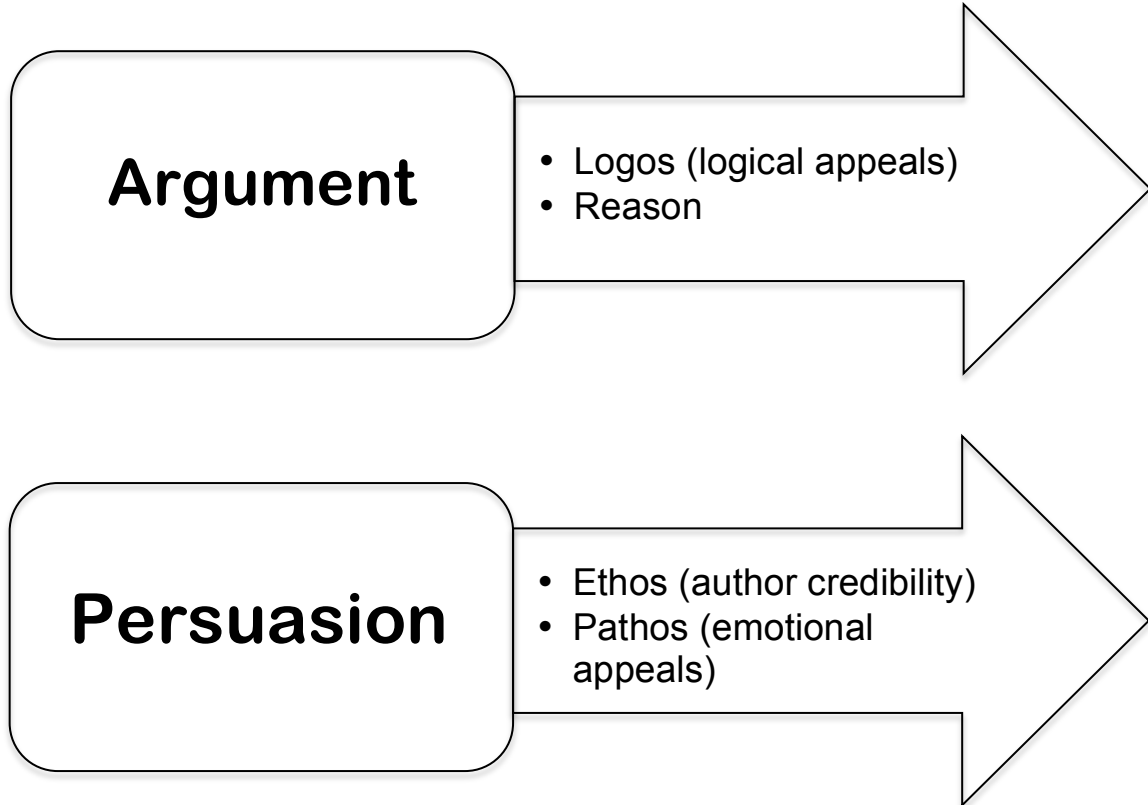
Argument vs. Persuasion
"With its roots in orality, rhetoric has a bias for viewing audiences a particular. Aristotle said, 'The persuasive is persuasive to someone.' In contrast to rhetoric, writing has a bias for an abstract audience or generalized conception of audience… For this reason, a particular audience can be persuaded, whereas the universal audience must be convinced, particular audiences can be approached by way of values, whereas the universal audience (which transcends partisan values) must be approached with facts, truths, and presumptions."
- Miller & Charney

Conducting Mini-Debates

The purpose of this activity is to use oral debate skills to strengthen written assignments. In the May 2004 **Journal of Adolescent and Adult Literacy**, *From dialogue to two-sided argument: Scaffolding adolescents' persuasive writing*, the authors refer to the National Assessment of Educational Progress's 1998 Writing Report Card, which indicated that 55% of the 12th-grade students in the US scored below "sufficient" on a persuasive writing task. The article suggests that teachers bring together "the experiences of dialogue and written argument" to improve students' "metacognitive understanding of the fundamentals of argument."

The authors also suggest that while two-sided written arguments are often difficult for teens, two-sided spoken arguments are not. By speaking about an issue prior to writing, this affords students the opportunity to explore alternative perspectives, offer counterarguments, and rebut counterarguments in an academic arena. The authors of the article contend the following:

"We need to place persuasive writing within a meaningful context. Writing is a social activity -- a means of sharing ideas with others. When we put persuasive writing in the context of debate we give students additional reason to write. It becomes a means by which students formalize their thinking, share their ideas, and get feedback. As a result, students are motivated to examine their writing, its structure, and its impact on their readers."

Make sure to review the academic meaning of "argument" and set ground rules for group interaction. An argument is a thoughtful process of reasoning in support of a claim; it's not a quarrel or a dispute. The goal is to support a claim and to better understand complex, multifaceted issues, not to put people on the defensive. When someone feels insulted, meaningful interaction ceases to exist.

Common Rhetorical Devices Used in Argumentative Writing

1. Rhetorical question: (using a question to which no answer is required)
Can you believe what's going on here?

2. Emotive language: (using descriptive language)

Imagine being left to eat lunch all alone in the cold, unfriendly cafeteria.

3. Parallel structures: (keeping all verb forms, nouns etc. equal)

They went hiking, biking and swimming.

4. Sound patterns: (i.e., Alliteration and Assonance)

It was a muddy, Monday morning (alliteration); a fine time was had by all (assonance).

5. Contrast: (using opposites in language)

Sometimes we have to be cruel to be kind.

6. Description and Imagery: (i.e. using metaphor, simile and personification)

She was as tall as a tree.

7. The 'rule of three': (repeating the same idea in three different ways)

I ask you, is this fair, is it right, is it just?

8. Repetition: (repeating the same phrase throughout a speech or writing)

MLK: I have a dream…

9. Hyperbole: (using exaggeration for effect)

I'd give my right arm for a piece of that chocolate.

10. Anecdote: (telling a story to illustrate a point)

I remember the time when…

Clipboard for Argumentative Essay

Name _____

Class _____ Date _____

Essay Title

Subject:

Introduction

Knowledgeable claim	**Audience:**

Supporting facts & examples

1.

2.

3.

Opposing Claim

Counterarguments

Conclusion: (restate the claim and summarize the key reasons)	**The "So what?" Factor:**

**Introducing
the Writing Style**

**What do you think should be in
an Argumentative Essay?**
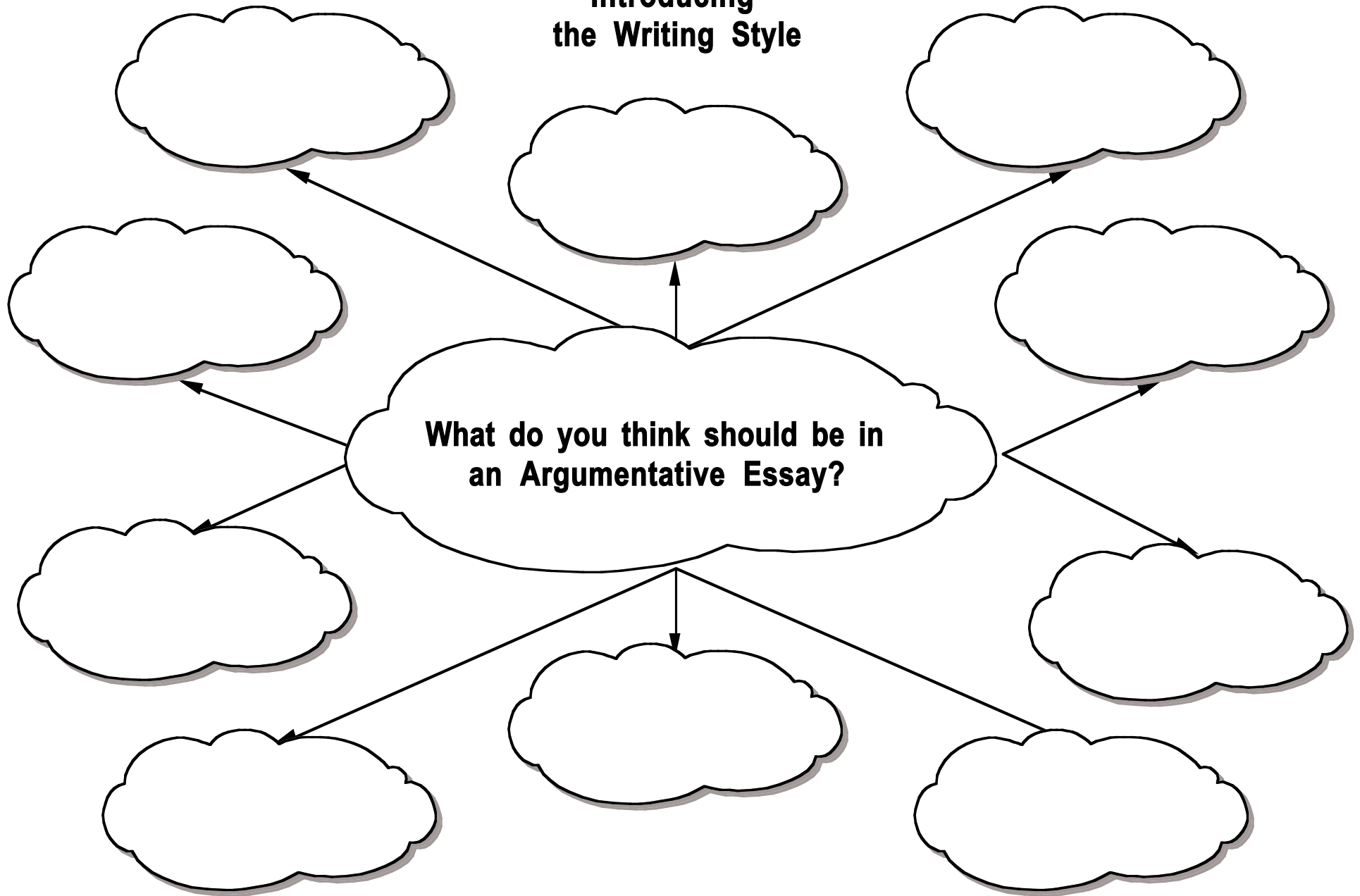
Thesis indicates claim and purpose.

Targets a specific audience.

Concludes with a paragraph that sums up the differences or similarities.

The protagonist is well-developed.

Introduction includes a hook.

Acknowledges the opposing claim.

The plot is well structured.

Introduction includes precise, knowledgeable claim and establishes its significance.
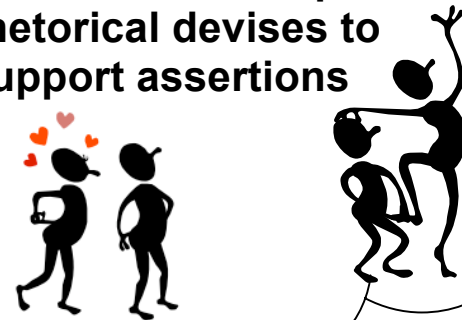
Writer uses reason to support the claim.

Includes supporting facts, opinions and/or examples.

Writer uses specific rhetorical devices to support assertions.

Uses counterargument to address the opposing claim.

Exhibits appropriate levels of conventions, grammar, mechanics.

The plot is well structured.

The essay is organized in a logical way.

The conclusion restates the claim and summarizes the key points.
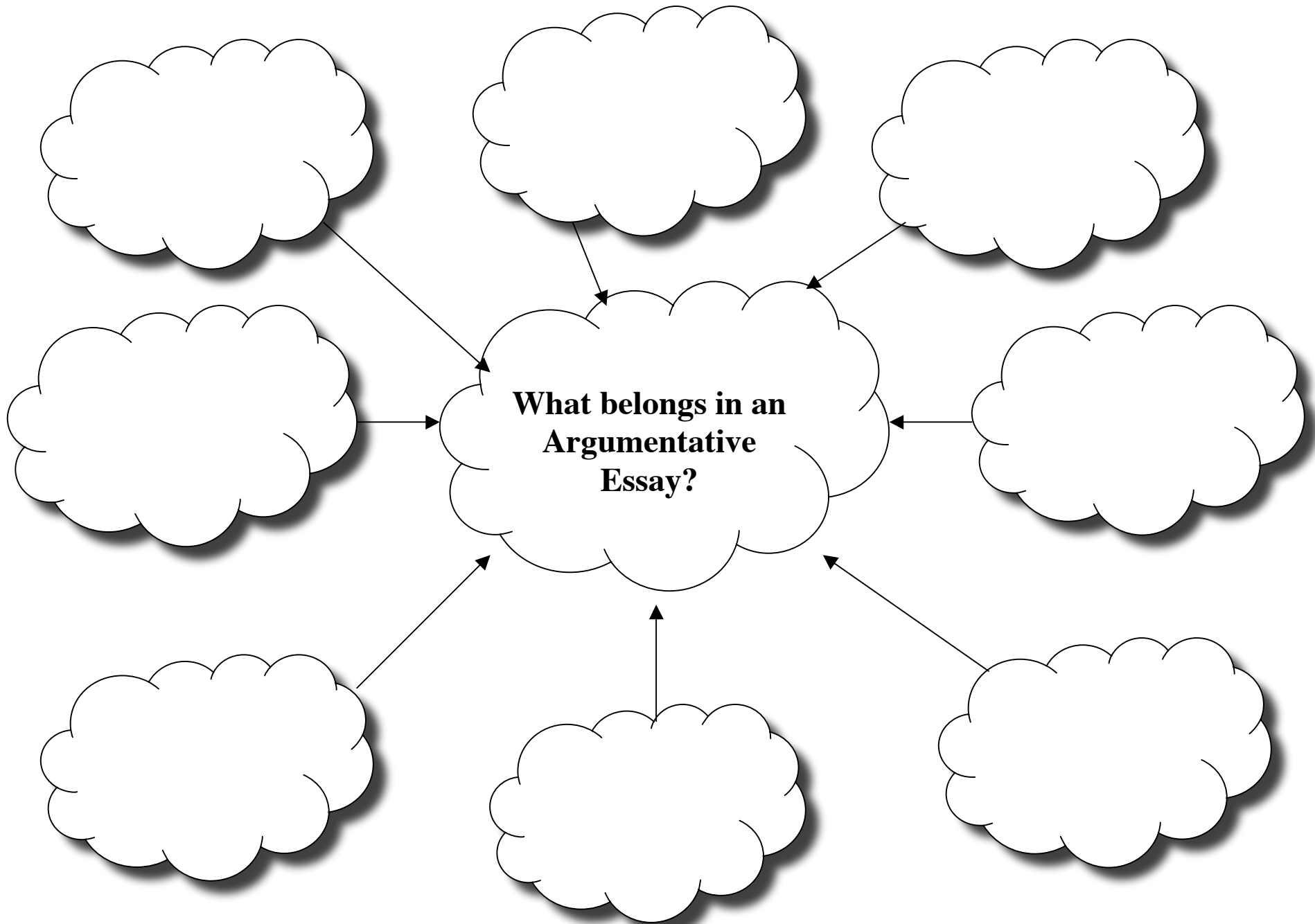
Argumentative: Secondary

© WRITE Institute, October 2013

Writing Unit for Argumentative Essay: Secondary © WRITE Institute, October 2012

What belongs in an Argumentative Essay?

The writer targets a specific audience appropriately.
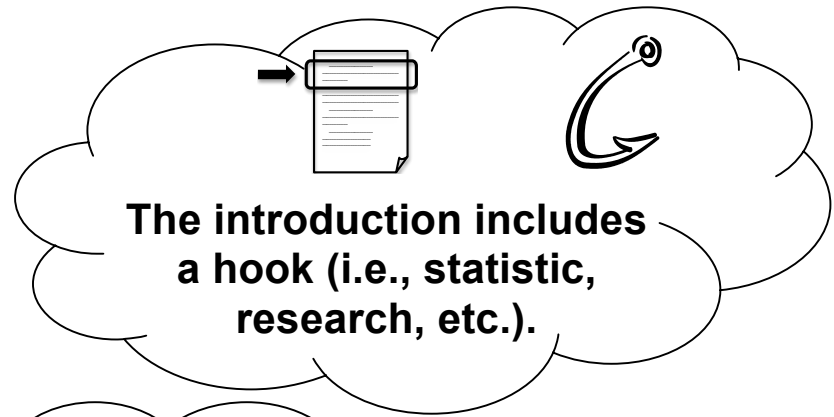
The introduction includes a hook (i.e., statistic, research, etc.).
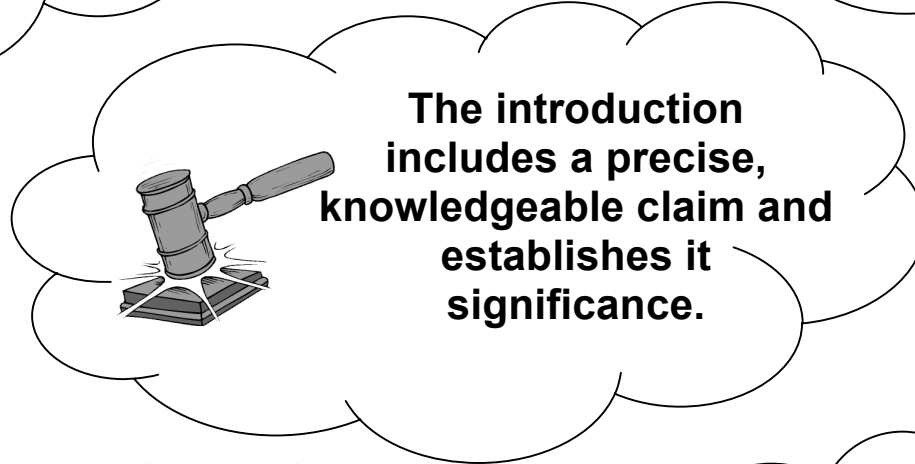
The introduction includes a precise, knowledgeable claim and establishes it significance.
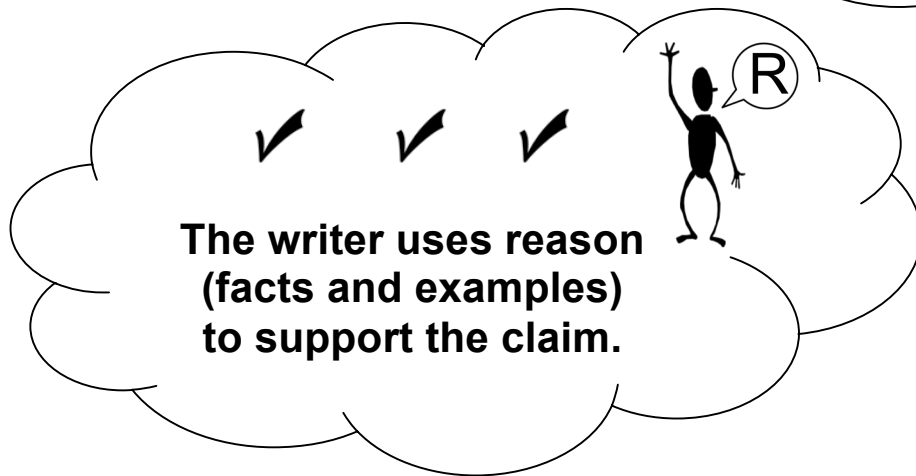
The writer uses reason (facts and examples) to support the claim.

The writer acknowledges the opposing claim.

The writer uses a counterclaim to address the opposing claim.

The writer uses specific rhetorical devises to support assertions

The conclusion restates the claim and summarizes the key points.

The essay is organized in a logical way.

1. ᴡᴡ
2. ᴡᴡ
3. ᴡᴡ

Name _____ Class_____ Date _____

Understanding the Scoring Criteria
For an Argumentative Essay

The Criteria	What I think it means…
Content and Organization → The writer targets a specific audience appropriately.	
The introduction includes a hook (i.e., statistic, research, etc.)	
The introduction includes a precise, knowledgeable claim and establishes its significance.	
The writer uses reason (i.e., relevant supporting facts and examples) to support the claim.	
The writer acknowledges the opposing claim.	
The writer uses a counterclaim to address the opposing claim.	
The writer uses specific rhetorical devices (e.g., appeal to logic through reasoning, appeal to emotion) to support assertions.	
The conclusion restates the claim and summarizes the key points.	
The essay is organized in a logical way.	
The essay exhibits an appropriate level of conventions such as sentence structure, grammar and mechanics.	

Inter-Rater Reliability Matrix for Argumentative

Class _____

Performance Standard	Rubric Score						
	0	**1**	**2**	**3**	**4**	**5**	**6**
The writer targets a specific audience appropriately.							
The introduction includes a hook (i.e., statistic, research, etc.).							
The introduction includes a precise, knowledgeable claim and establishes its significance.							
The writer uses reason (i.e., relevant supporting facts and examples) to support the claim.							
The writer acknowledges the opposing claim.							
The writer uses a counterclaim to address the opposing claim.							
The writer uses specific rhetorical devices (e.g., appeal to logic through reasoning, appeal to emotion) to support assertions.							
The conclusion restates the claim and summarizes the key points.							
The essay is organized in a logical way.							
The essay exhibits an appropriate level of conventions such as sentence structure, grammar and mechanics.							

Peer Editing Clock for Argumentative Essay

Name of Author _____

Name of Editor _____

Class _____ Date _____

grammar

spelling and punctuation

introduction includes hook

introduction includes precise claim and establishes significance

organized logically

conclusion summarizes the key points

uses reason to support the claim

conclusion restates the claim

acknowledges the opposing claim

appeal to logic through reasoning

uses counterclaim to address opposing claim

uses specific rhetorical devices

Argumentative: Secondary

© *WRITE Institute, October 2013*
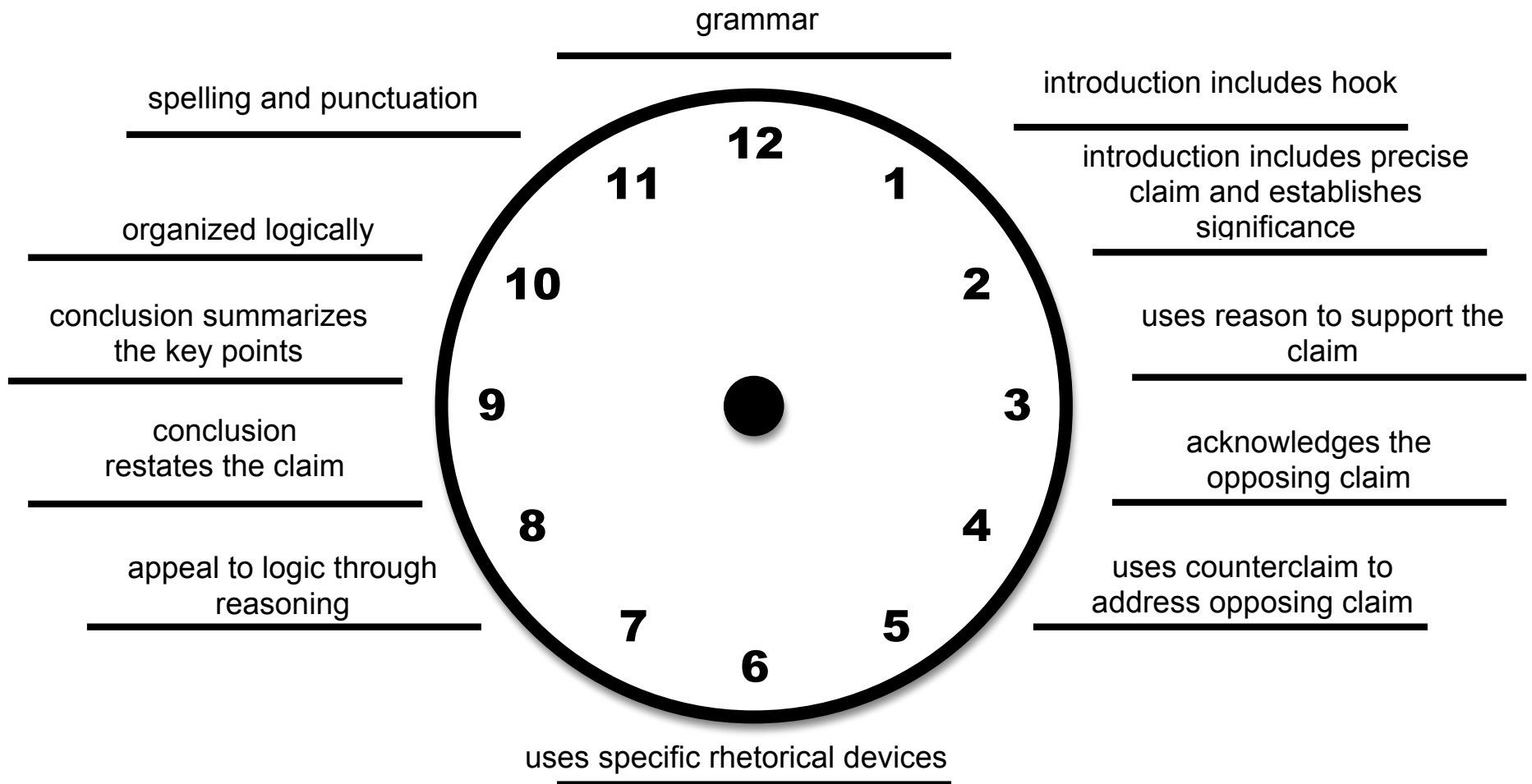
Peer Editing Clock for Argumentative Essay

Name of Author _____

Name of Editor _____

Class _____ Date _____

Argumentative: Secondary
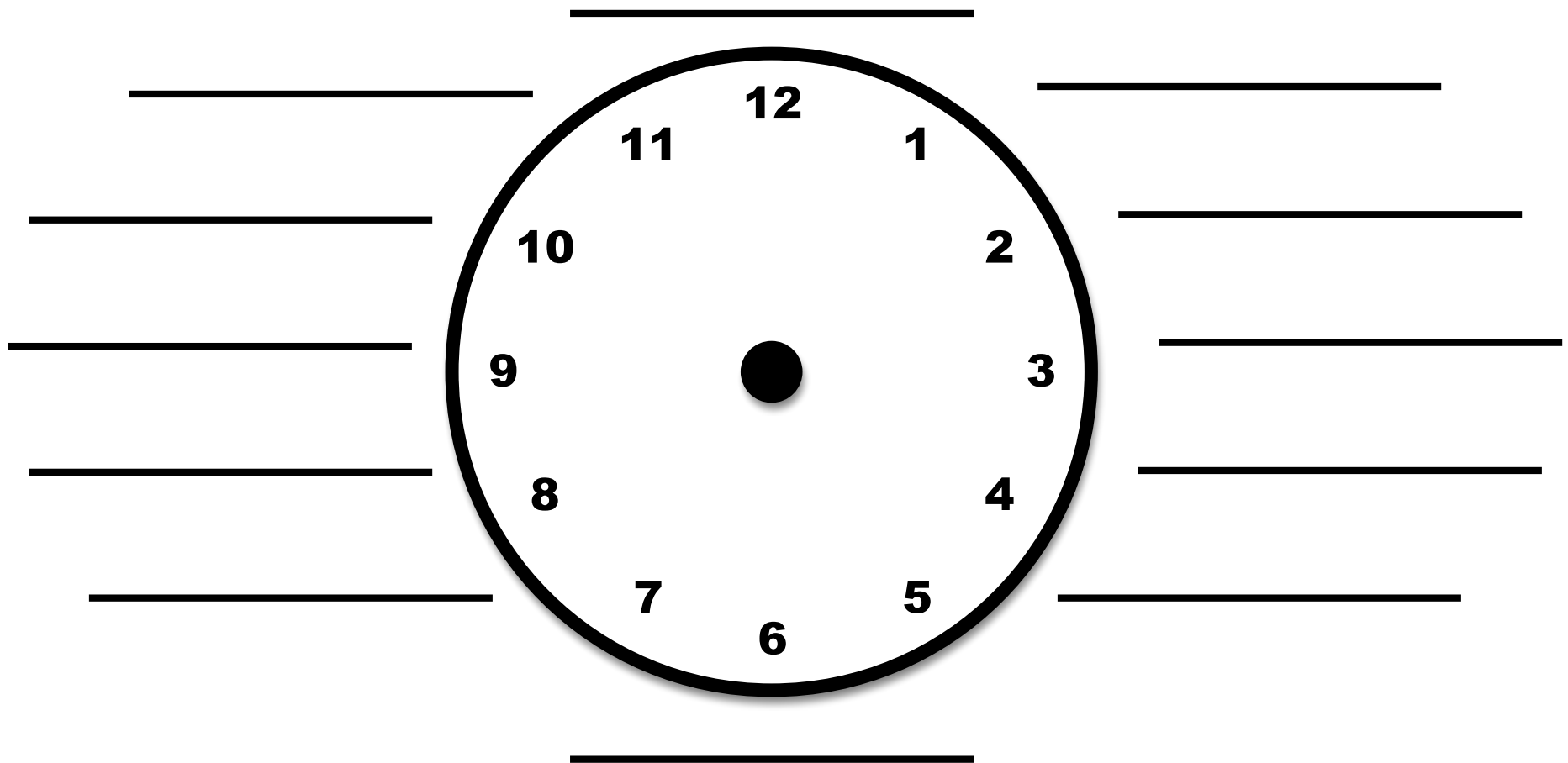
Argumentative Essay

_____   _____
Student Name   **Class name and level**

_____   _____
School   **Teacher**

Writing Prompt

Remember an effective argumentative essay:

- _targets a specific audience_
- _includes a hook in the introduction_
- _includes the claim and purpose of the essay in the thesis_
- _includes sufficient supporting facts, examples and/or opinions_
- _acknowledges the opposing viewpoint_
- _uses a counterargument_
- _uses reason, and sometimes emotion, to support the claim_
- _restates the purpose and summarizes the key points in the conclusion_

Choose one of the following controversial issues to write about:

Minorities and the Prison System
Immigration
US-Mexico border issues
Political systems
Drug trade
Legalization of drugs
Distribution of the world's resources
Class/caste systems
Child labor
Child abuse
Racial issues
Slavery
International women's issues

Medicine and money (i.e., pharmaceuticals,
    AIDS treatment in Africa)
Unsafe working conditions
In vitro fertilization
Abortion
Cloning
Stem cell research
Genetic engineering
Food labeling
Organic farming
Vegetarianism
Other:_____

Results Chart for Argumentative Essay

Class _____

Student Name	Student ID Number	ELD Level	Specific audience	Hook	Precise knowledgeable clam	Uses reason	Opposing claim	Counterclaim	Rhetorical devices	Conclusion	Organization	Conventions	Total Score

Argumentative: Secondary

WRITE Institute
Scoring Guide for Argumentative Essay

In an argumentative essay, the writer has a clear purpose for writing: to convince the reader (or a specific audience) of his or her point of view. The essay must include a focused, debatable claim that is supported by logic and credible evidence. The essay should accurately present opposing views on an issue, as well as counterarguments, in order to influence the reasoning of the reader (audience). The claim should emphasize logic and rational thought. (In some cases, emotion might be an effective technique if it truly supports the claim.)

Scoring Range
Each category is worth 0-6 points.

0 = off topic	4 = proficient
1 = minimal evidence of proficiency	5 = exceeding expectations
2 = some evidence of proficiency	6 = outstanding
3 = developing proficiency	

Directions: Add points and divide by 10 to yield a score of 0 - 6.

CONTENT & ORGANIZATION

_____ The writer targets a specific audience appropriately.

_____ The introduction includes a hook (i.e., statistic, research, etc.).

_____ The introduction includes a precise, knowledgeable claim and establishes its significance.

_____ The writer uses reason (i.e., relevant supporting facts and examples) to support the claim.

_____ The writer acknowledges the opposing claim.

_____ The writer uses a counterclaim to address the opposing claim.

_____ The writer uses specific rhetorical devices (e.g., appeal to logic through reasoning, appeal to emotion) to support assertions.

_____ The conclusion restates the claim and summarizes the key points.

_____ The essay is organized in a logical way.

_____ The essay exhibits an appropriate level of conventions such as sentence structure, grammar and mechanics.

_____ **Total** divided by 10 = _____ **Score**

Student Scoring Guide
Argumentative Writing

|	
1 = I don't get it	4 = I get it!
2 = I'm having trouble.	5 = I did great!
3 = I'm getting better	6 = I did incredible work!

**Rate yourself on each item below with a score of
1, 2, 3, 4, 5, or 6**

_____ My introduction targets a specific audience.

_____ I have an interesting fact to hook the reader.

_____ I have a specific claim.

_____ I tell why this topic is important.

_____ I use facts and examples to support my claim.

_____ I explain the opposing claim and restate why my claim is correct.

_____ I use logical reasons to support my claim.

_____ My conclusion restates the claim and restates the main points.

_____ My essay is organized logically.

_____ I checked for capitalization and punctuation.

Genre Vocabulary
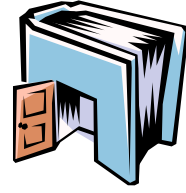
Term	Definition/Explanation	Example
Thesis	The central idea in a piece of writing; a proposition maintained by argument	
Main Idea	Important information that tells the overall idea of a text	
Claim	To demand through reasoning	
Opposing Claim	To show the opposite or contrast	
Counterclaim	To reaffirm the original claim by show the contrast with the opposing claim	

Genre Icon Cards for Argumentative

Thesis

T

Main Idea
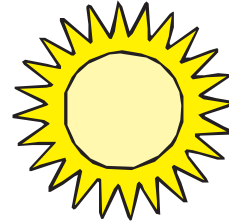
Claim

Opposing Claim
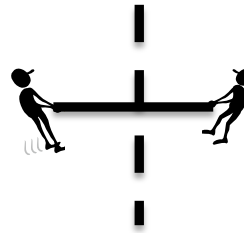
Counterclaim

Conclusion

Genre Icon Cards, Page 2

Pro

Con

Transitions
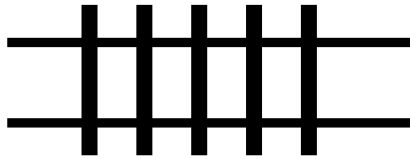
Windowpane for Argumentative

Windowpane for Argumentative
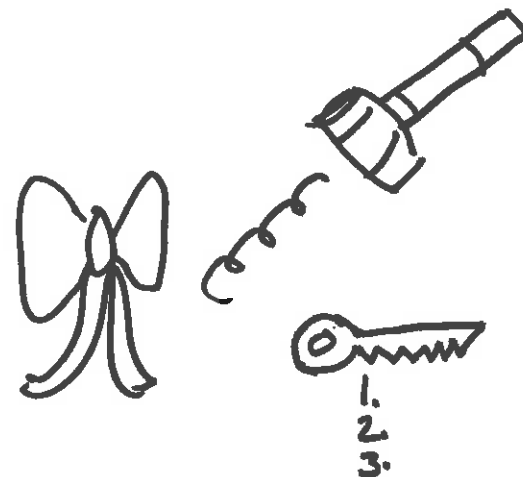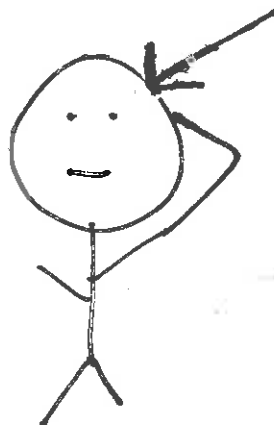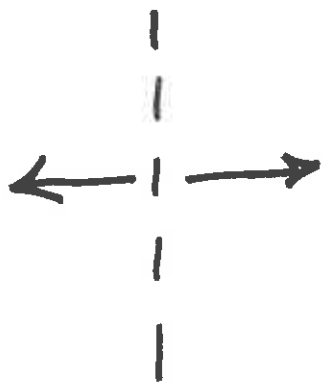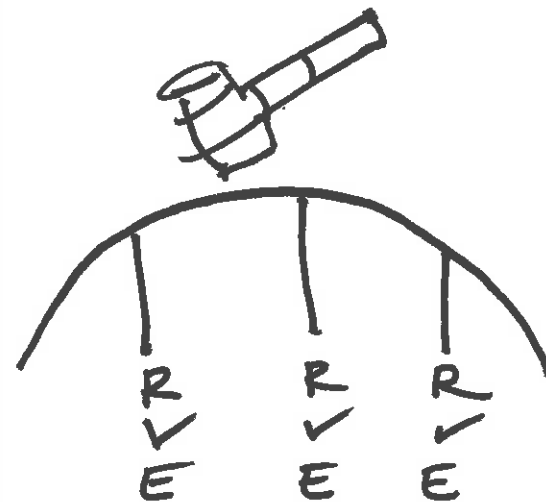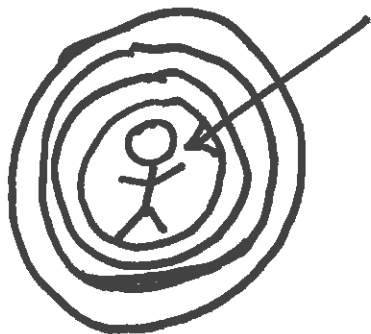
Windowpane Script
Argumentative

1. **The writer** (points to self with both thumbs) **targets a specific audience** (put arms in position like using a bow and arrow)**.**

2. **The writer** (points to self with both thumbs) **hooks the reader** (pretend to cast a fishing pole and reel it in).

3. **The writer** (points to self with both thumbs) **supports** (slap flat hand on top of fist) **the claim** (hit one fist into other hand's palm) **with reasons** (cross index and middle finger, tuck other fingers tightly away) **facts** (checks in air) **and examples** (hold hand palm down at eye level, push out then down and out 2 more times).

4. **The writer** (points to self with both thumbs) **uses a counterclaim to address the opposing claim** (clasp fingers, elbow out and pull left to right like a tug-a-war).

5. **The writer** (points to self with both thumbs) **uses logic (**point to head) **to support** (slap flat hand on top of fist) **the claim** (hit one fist into other hand's palm).

6. **The conclusion** (tie a bow in the air) **restates** (hand in front of body and twirl forward) **and summarizes key points** (hand in front of body, gesture 1,2,3)
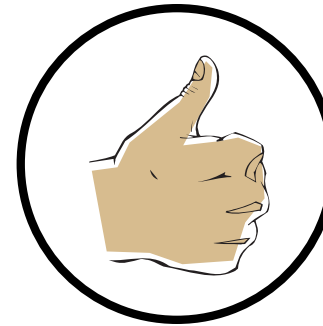
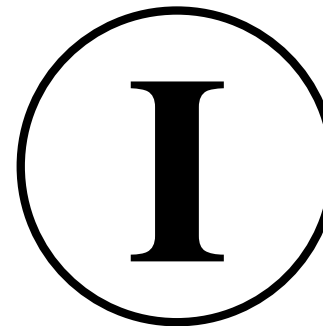# Active Listening – Part 1

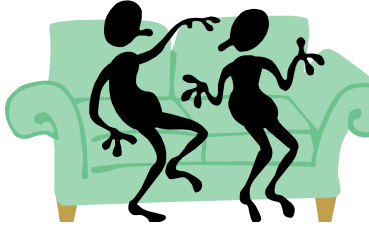## Approaches to Problem Solving

Responding to Conflict

_____ Finds a Solution

_____ Assumes Responsibility

_____ Blames Others

_____ Denies

_____ Ignores
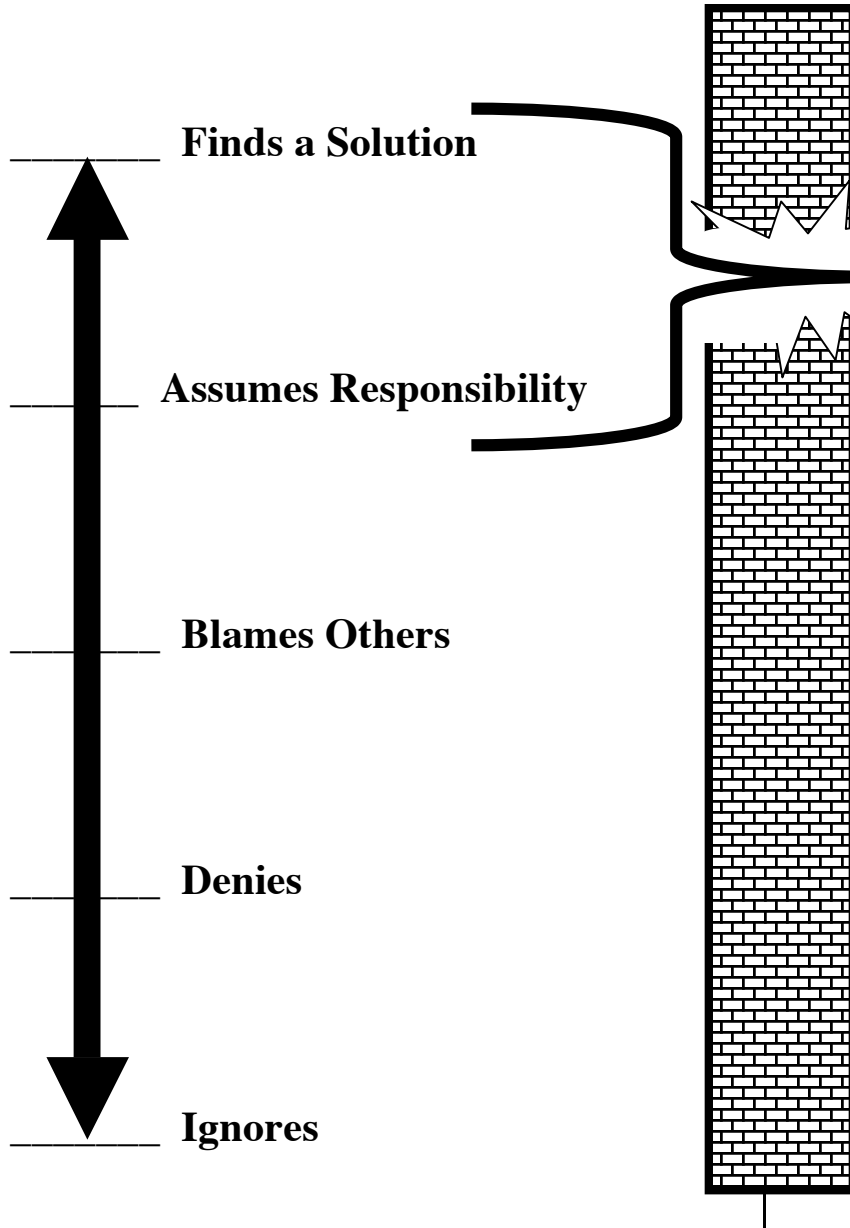
1. Listen

2. Acknowledge

3. "I" Statement

Guidelines for Active Listening

Active listening will not solve your problem. It will, however, create an atmosphere conducive to solving the problem. Active listening lets other people know that you are making an effort to listen and understand them.

1. **Start with a positive attitude.**
   a. You must want to hear what the person has to say and be willing to take the time to listen.
   b. You must be willing to accept the person's feelings, even if they are different from your own.

2. **Listen attentively.**
   a. Face the speaker.
   b. Keep your opinions to yourself. (i.e., refrain from judging, evaluating analyzing, or questioning.)
   c. Empathize with the speaker as you listen to what is being said.

3. **Respond respectfully.**
   a. To show understanding, *paraphrase* what was shared.
   b. Consider the following verbal paraphrasing stems:

      You're suggesting…
      As you…
      So you…
      Am I understanding you to?…
      You're feeling as if…
      You're thinking…
      You're hoping…
      You're wondering…
      Are you saying…?…
      Do you mean…?…
      Are you suggesting…?…
      Would you explain your point of view?
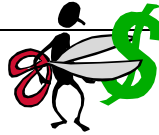
Name _____ Class _____ Date _____

Brainstorming Topics

School Issues	Local Issues	State Issues	National Issues	Global Issues

Conflict Scale Questionnaire

The proverbs listed below can be thought of as descriptions of some of the different strategies for dealing with conflict. The proverbs state traditional wisdom for resolving conflicts. Read each of the proverbs carefully. Using the scale given below, indicate how typical each proverb is <u>of your usual behavior in dealing with a conflict</u>.

5 = **very typical** of the way I act in a conflict
4 = **frequently typical** of the way I act in a conflict
3 = **sometimes typical** of the way I act in a conflict
2 = **seldom typical** of the way I act in a conflict
1 = **not typical** of the way I act in a conflict

_____ 1. It is easier to refrain from than to retreat from conflict.

_____ 2. If you cannot make a person think as you do, make them do as you think.

_____ 3. Soft words win hard hearts.

_____ 4. You scratch my back and I'll scratch yours.

_____ 5. "Come now and let us reason together."

_____ 6. When two people quarrel, the person who keeps silent first is the most praiseworthy.

_____ 7. Might overcomes right.

_____ 8. Smooth words make smooth ways.

_____ 9. Better half a loaf than no bread at all.

_____ 10. Truth lies in knowledge, not in majority opinion.

_____ 11. He who fights and runs away lives to fight another day.

_____ 12. He hath conquered well that hath made his enemies flee.

_____ 13. Kill your enemies with kindness.

_____ 14. A fair exchange brings no quarrel.

_____ 15. No person has the final answer, but every person has a piece to contribute.

Conflict Scale Questionnaire

_____ 16. Stay away from people who disagree with you.

_____ 17. Fields are won by those who believe in winning.

_____ 18. Kind words are worth much and cost little.

_____ 19. Tit for tat is fair play.

_____ 20. Only the person who is willing to give up his monopoly on truth can profit from the truths that others hold.

_____ 21. Avoid quarrelsome people as they will only make your life miserable.

_____ 22. A person who will not flee will make others flee.

_____ 23. Soft words ensure harmony.

_____ 24. One gift for another makes good friends.

_____ 25. Bring your conflicts into the open and face them directly—only then will the best solution be discovered.

_____ 26. The best way of handling conflicts is to avoid them.

_____ 27. Put your foot down where you mean to stand.

_____ 28. Gentleness will triumph over anger.

_____ 29. Getting part of what you want is better than not getting anything at all.

_____ 30. Frankness, honesty and trust will move mountains.

_____ 31. There is nothing so important you have to fight for it.

_____ 32. There are two kinds of people in the world, the winners and the losers.

_____ 33. When one hits you with a stone, hit him with a piece of cotton.

_____ 34. When both people give in halfway, a fair settlement is achieved.
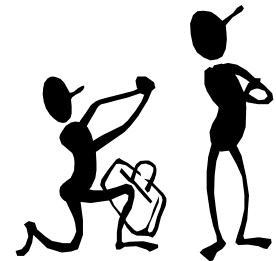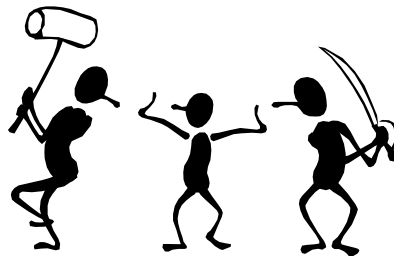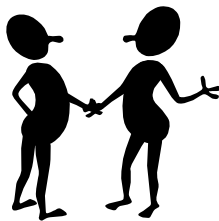
_____ 35. By digging and digging, the truth is discovered.
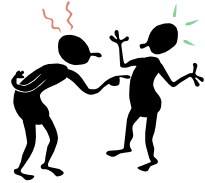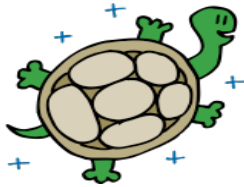
Tally of Conflict Resolution Styles

DIRECTIONS: Place the number you have written on the <u>Conflict Scale</u>
<u>Questionnaire</u> (i.e., 1, 2, 3, 4 or 5) by the item numbers listed
below and total each column.

WITHDRAWING TYPE I	**FORCING** TYPE II	**SMOOTHING** TYPE III	**COMPROMISING** TYPE IV	**CONFRONTING** TYPE V
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____
26. _____	27. _____	28. _____	29. _____	30. _____
31. _____	32. _____	33. _____	34. _____	35. _____
T = _____	T = _____	T = _____	T = _____	T = _____

Argumentative: Secondary   © *WRITE Institute, October 2013*

Conflict Resolution Styles
Type I

The turtle withdraws.

Turtles tend to withdraw into their shells to avoid conflicts. They give up their personal goals and relationships. They stay away from issues over which conflict might take place and from people with whom they might have conflict. Turtles believe it is hopeless to try to resolve conflict. They tend to feel helpless in conflict situations and believe it is easier and better to withdraw (physically and psychologically) from conflict than to face it.

Conflict Resolution Styles
Type II
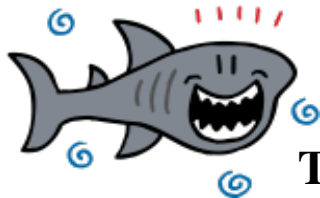
The shark forces.

Sharks try to overpower opponents by forcing them to accept the forcer's solutions to the conflict. Sharks' goals are highly important to them, while their relationships with others with whom they are in conflict are of minor importance. Sharks tend to seek to achieve their own goals at all costs. They care little if other people like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing—and by gum, they are not going to lose! Winning gives sharks a sense of pride and achievement. Losing gives them feelings of weakness, inadequacy, and failure. Sharks try to win in conflict by attacking.

Conflict Resolution Styles
Type III

The teddy bear smoothes.

To teddy bears relationships with others is of great importance, while their own goals are of little importance. Teddy bears generally want to be liked and accepted by other people. They feel that conflict should be avoided in favor of harmony and that conflicts cannot be discussed or handled without damaging relationships. Teddy bears are afraid that if conflict continues, someone will get hurt and that this will ruin the relationship. Teddy bears say, " I'll give up my wants or desires in order to keep peace and harmony."

Conflict Resolution Styles
Type IV
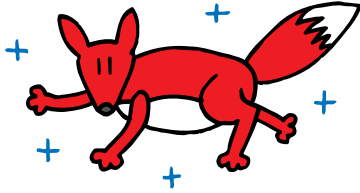
The fox compromises.

Foxes are moderately concerned with their own goals and about their relationships with other people. Foxes seek a compromise in conflict situations. They give up part of their goals and try to convince the others involved in the conflict to give up part of their goals. They seek a solution to conflict where both sides gain something less than what they really want. Foxes are willing to sacrifice part of their goals and part of their relationships with others in order to reach agreement.

Conflict Resolution Styles
Type V

The owl confronts.

Owls highly value their own goals and their relationships with others involved in the conflict. They view conflicts as problems to be solved and they seek solutions that achieve both their own goals and the goals of others in the conflict. Owls see conflict as an opportunity to improve relationships by reducing tensions between people. They typically begin discussions to try to identify the conflict as a problem. By seeking solutions that satisfy both self and others, they maintain good relationships. Owls generally are not satisfied that conflict has been resolved until the goals of both sides have been met and until interpersonal tensions and negative feelings have been eliminated.

Icon Cards for Conflict Resolution
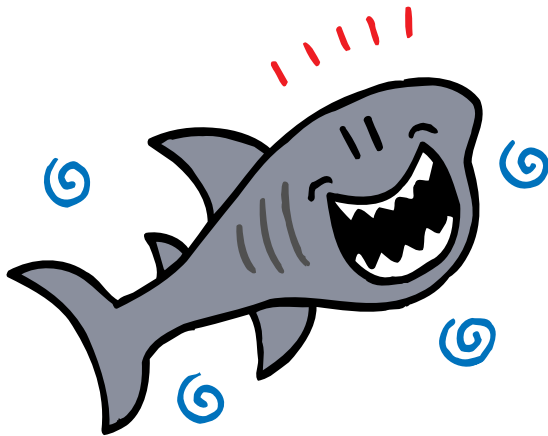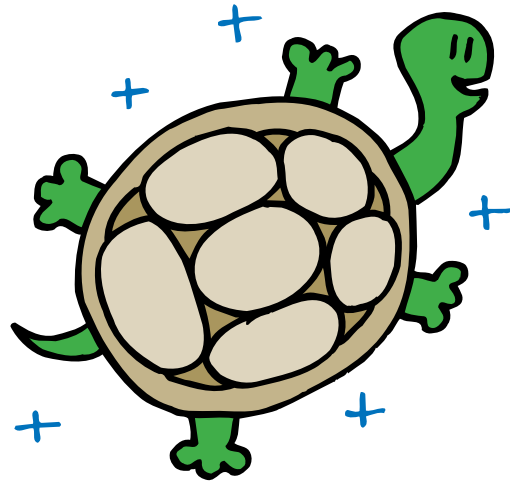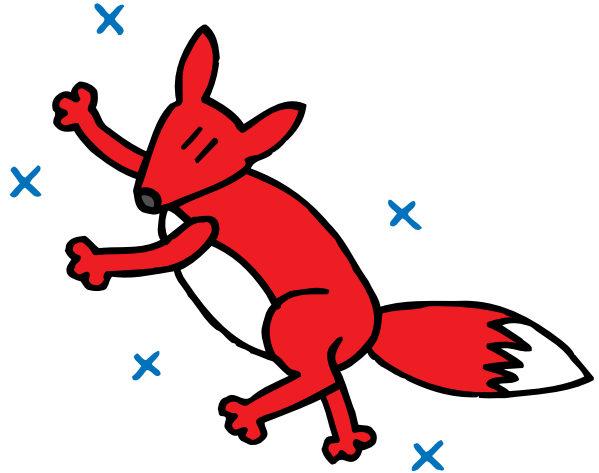
Deal two cards at a time and discuss:

1.   Interaction

> (How might these two types interact?)

2.   Proactive Intervention

> (How might I effectively react and/or intervene?)

3. Proactive Self-Control

> (What awareness do I need if I find myself behaving as one of these types?

Creating Claims: Claims and Evidence

Claim: As we reach voting age, it is our responsibility as Americans to learn how the Patriot Act will increase national security and reduce terrorist organizations' ability to function within the United States.

Evidence:
A. Law enforcement agencies will be able to access bank statements, library records and emails without notifying the individuals being searched.
B. The FBI and the CIA will establish greater collaboration on issues that threaten out national security.
C. The "sunset clause" will keep this law into effect until 2005.

Claim: By providing our federal government an inordinate amount of power, the Patriot Act is fundamentally unconstitutional, as it will infringe upon our civil rights as Americans.
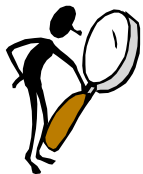
Evidence:
A. Law enforcement agencies will be able to access bank statements, library records and emails without notifying the individuals being searched.
B. The bill was pushed quickly through Congress as a response to the terrorist attacks on September 11, 2001.
C. Librarians will be in the precarious position of secretly monitoring their clients' use of research resources without their clients' knowledge.

Creating Claims: Narrowing the Focus

Unfocused thesis statement:

Drug use causes harm to society.

Let's talk about this issue…

Critical Questioning:

Is it drug use or drug abuse that causes harm?
(ex: drug abuse)
What kinds of drugs cause harm? (ex: illegal, methamphetamines)
Who uses the drugs? (ex: teens)
Where are they using the drug?
Why do they take the drugs?
How does teen methamphetamine use affect me?
How does it affect those who abuse it?
What can I do to make sure that I don't take it?
What can I do to make sure my brothers and sisters don't take it?
What do I think about illegal methamphetamine use among teens

Focused thesis statement:
Illegal methamphetamine abuse is a major cause of teen death and disability in San Diego.

Name _____ Class _____ Date _____

Creating Claims

Claim

Evidence

Explanation

Name _____ Class _____ Date _____
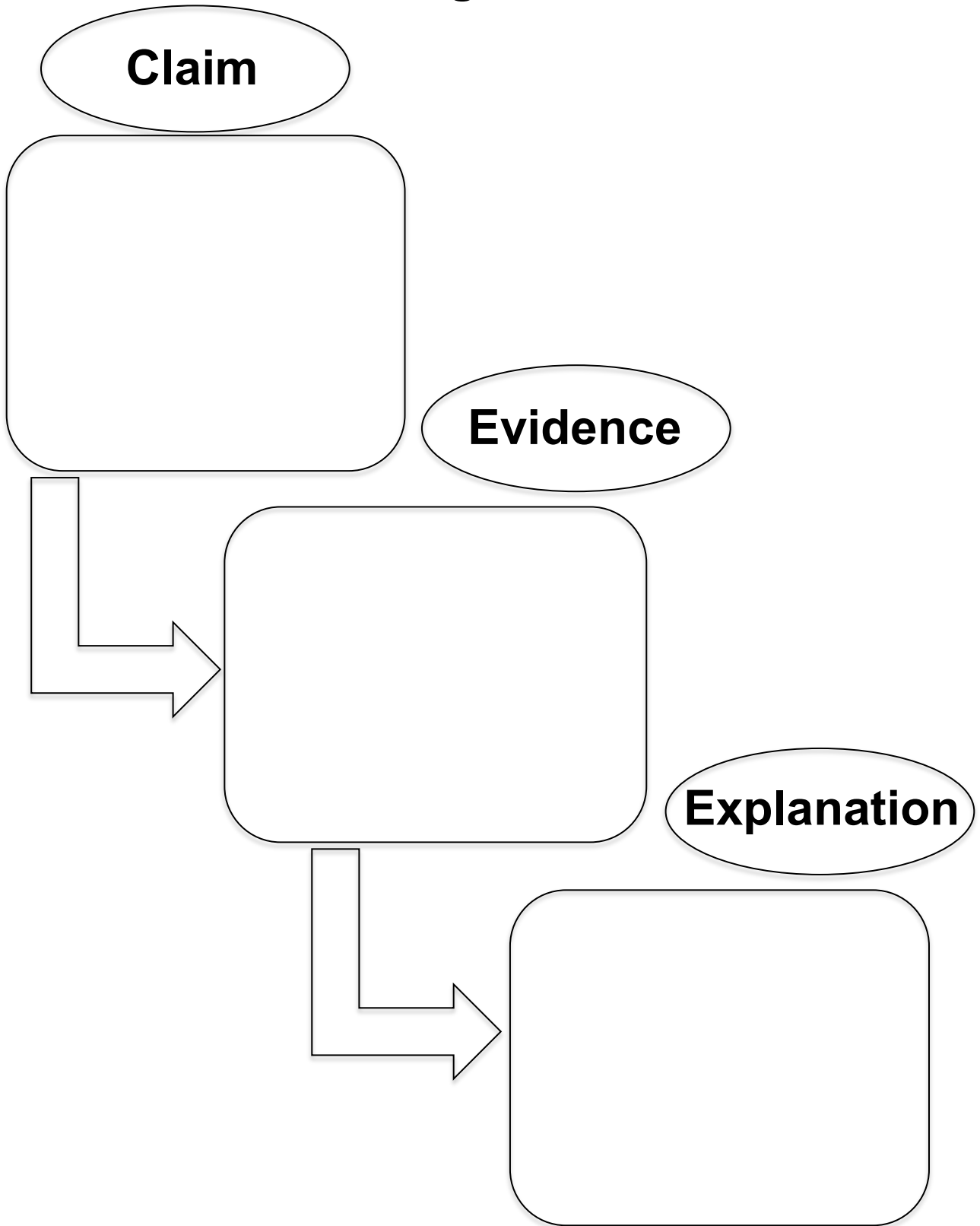
Creating Claims: Supporting a Claim

Claim:

My Point of View	Opposing Point of View	My Counterarguments
_____	_____	_____
_____	_____	_____
_____	_____	_____
Supporting Evidence:	Supporting Evidence:	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Emotion vs. Rationality

Incident	! Emotional Response:	Consequences:
	Rational Response:	Consequences:

Incident	! Emotional Response:	Consequences:
	Rational Response:	Consequences:

Incident	! Emotional Response:	Consequences:
	Rational Response:	Consequences:

Argumentative: Secondary   *© WRITE Institute, October 2013*

Expressing an Opinion, Position, or Point of View

consider(s) _____.

| _____ *(someone)* | strongly firmly | think(s) believe(s) feel(s) | that | _____. |

| It is a fact
There is no doubt | that | _____. |

Giving Reasons to Support an Opinion, Position, or Point of View

| _____ *(someone)* | should
must
need(s) to
has/have to | _____
(do what?) | because | _____. |

| _____ *(doing what?)* | is the correct course of action | because | _____. |

| A strong argument

One argument | in favor of
for
in support of
against
in opposition to | _____ | is | _____. |

| One reason for
One advantage of
Another point in favor of
A further argument supporting
One other advantage of
One of the main arguments in favor of | _____
(doing what?) | is | _____. |

| There are many reasons why
There are several reasons to | _____. |

Citing Evidence

| The evidence clearly shows
Statistic clearly show
There is strong evidence to suggest
The facts indicate
The evidence implies | that | _____. |

| This | is | shown
exemplified
illustrated | by | _____. |

| For example,
For instance,
To illustrate,
As proof, | _____. |

| _____ | shows
exemplifies
illustrates | that | _____. |

| Consider _____, | for example. |

| _____ | is a case in point. |

Presenting Another's Opinion, Position, or Point of View

_____ *(someone)*	maintain(s) say(s) think(s) feel(s) argue(s) assert(s) believe(s) claim(s) point(s) out is of the opinion seem(s) to believe	that	_____.
The opinion of _____ is *(someone)* It is _____'s opinion *(someone)* It can be argued			

According to In the view of	_____, *(someone)*	_____.

Criticizing Someone Else's Opinion, Position or Point of View

One disadvantage of One objection to One argument against	_____	is	_____.

The evidence does not support	_____.

Language Frames
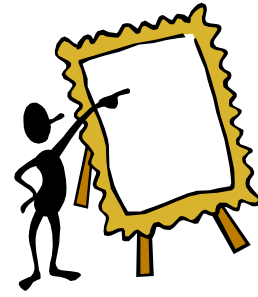
Emerging	Enhancing Bridging
The thesis statement includes the claim and purpose. I think that _____. I feel that _____.	I strongly think that _____. I firmly believe that _____. I strongly consider that _____ is _____. There is no doubt that _____.
The writer includes sufficient supporting facts, opinions and/or examples. There are many reasons why _____. There are several reasons to _____.	One argument for _____ is _____. A strong argument in support of _____ is _____. Another point in favor of _____ is _____. One of the main arguments in favor of _____ is _____.
The writer acknowledges the opposing viewpoint. _____ says that _____. _____ think that _____. This is shown by _____. For example, _____.	_____ maintains that_____. According to _____. _____ shows that _____. _____ illustrates that _____. It can be argued that _____. It is the view of _____ that _____. The evidence clearly shows that _____.
The writer uses a counterargument to address the opposing viewpoint. The evidence does not support _____.	One disadvantage of _____ is _____. One objection to _____ is _____. One argument against _____is _____. Clearly, there is strong evidence to suggest that _____.
The conclusion includes a summary of the interpretation, a commentary and/or a reflection. In conclusion, the author tells us that _____. Overall, the author _____. This reminds me of… I think that…	The story concludes with (sentence), which shows (main idea). Through this (book/article/story), the author conveys (main idea).

Argumentative Signal Words

Introductory Phrases		
I believe	It seems to me that	I maintain that
In my opinion,	From my point of view,	I (dis)agree
It is my belief that	There is no doubt that	I question whether

Concluding Phrases			
For the reasons above,	To sum up,	In short,	In brief,
As you can see,	To be sure,	Undoubtedly,	In any event,
As I have noted,	Without a doubt,	In conclusion,	In any case,
In other words,	In summation,	Obviously,	In conclusion,
On the whole,	Unquestionably,	Summarizing,	

Supporting Opinions			
First,	Furthermore,	Besides,	Further,
Second,	In addition,	Next,	Again,
Third,	Also,	Moreover,	Similarly,
Finally,	Last,		

Introducing Details		
For example,	For instance,	In support of this,
In fact,	As evidence,	

Cause and Effect		
Since…,	As might be expected,	leads to
Because of…,	This results in	brought about
Due to…,	Consequently,	made possible
For this reason,	Accordingly,	caused by
Therefore,	As a result of	give rise to
If…, then	In effect,	was responsible for

Argumentative Signal Words

Compare and Contrast			
Similarly,	Contrasting,	Rather than…,	as well as
Compared to…,	On the contrary,	Even though…,	as opposed to
In like manner,	Contrary to…,	Likewise,	all are
On the other hand,	To the contrary,	In the same way,	have in common
Nevertheless,	Conversely,	In spite of…,	although
Whether or not….,			the same as

Countering		
I realize you	I question	but/yet
I understand you	I feel	Let me explain:
Even though you…,	I maintain	However,
Although you…,	I want	On the other hand,
Some people	I favor	On the contrary,
It may be that you	I support	To the contrary,
Your idea to _____ deserves some merit	I argue	Contrary to…,
I believe	I state	Nevertheless,
I doubt		

Mini Debate - Part 1

QUARREL

DEBATE

irrational

rational

argument

subjective

inconsiderate

considerate

two-sided

"fighting"

ground rules

controversial

hurtful

thoughtful

verbal

supported
by evidence

insulting

emotional

defensive

structured
process

BOTH
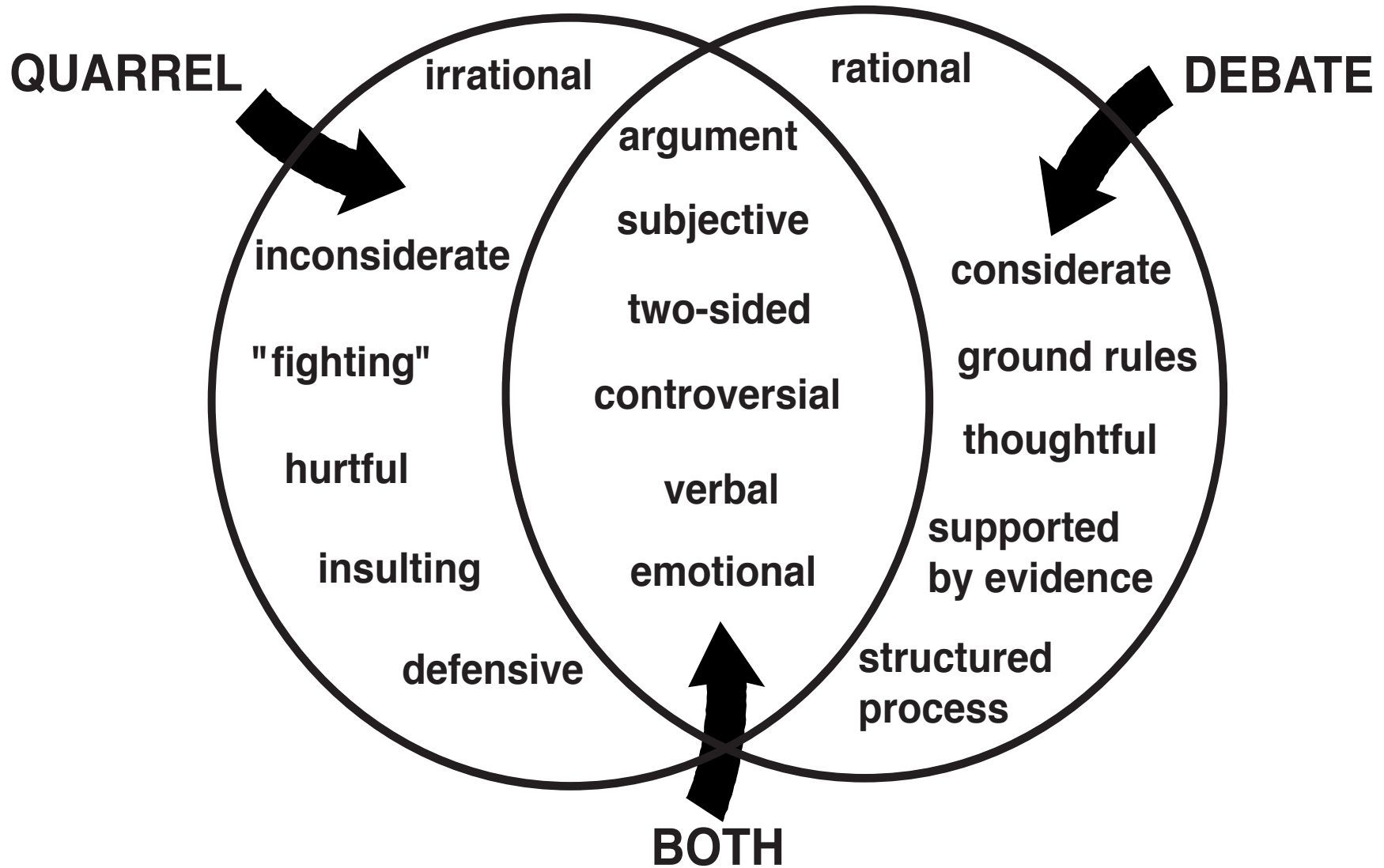
Mini-Debates-Part 2

**Position
Statements**

I believe…

*I don't agree.
I believe…*

1. **A** **B**

Counterarguments

*You said…
I don't agree because…*

2. **A** **B**

*You said…
I don't agree because…*

Audience Questions and Answers

3. **?**

Audience Reflection

4. **?**

Mini-Debates-Part 3

Reflection
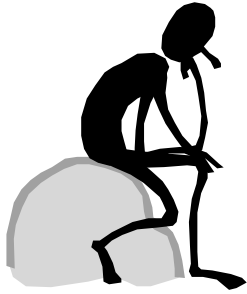
Which is the most difficult position in a debate,
A or B? Why?

| |
| |

Summary of A	Summary of B

Which side made the stronger case? (<u>Not</u> which one you agree with)

Why?

-

-

-

-

The Big Picture

Essay Organizer for Argumentative Essay
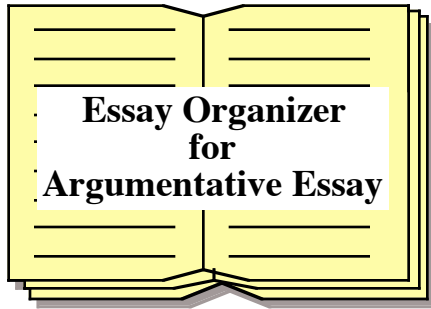
Introduction

Knowledgeable Claim	Hook

1 Topic Sentence and Supporting Facts & Examples

Transitional Sentence

2 Topic Sentence and Supporting Facts & Examples

Transitional Sentence

3 Topic Sentence and Supporting Facts & Examples

Conclusion

✔ Restate Claim	! Summarizes Key Points

Argumentative Essay Organizer

My issue:

My position on this issue:

The opposing position:

**Reasons/Facts/Examples
that support my opinion:**

**Reasons/Facts/Examples
that my opponent might use:**

My Counterarguments

Name _____ Class_____ Date _____

I. Introductory Paragraph
  A. Hook your specific audience by including an anecdote, statistic, etc.
  B. Make a claim and tell the reader why this topic is important in your thesis.
  C. Provide three reasons to support your claim.

II. Development Paragraph
  A. Restate the first reason that supports your claim.
  B. Give examples, facts and details that support this claim.
  C. Restate your claim in a transitional sentence.

III. Development Paragraph
  A. Restate the second reason that supports your claim.
  B. Give examples, facts and details that support this claim.
  C. Restate your claim in a transitional sentence.

IV. Development Paragraph
  A. Acknowledge the opposing viewpoint(s).
  B. Provide a counterargument to refute the opposing viewpoint.
  C. Restate your claim in a transitional sentence.

V. Concluding Paragraph
  A. Summarize the key points.
  B. Restate the claim (purpose).

Creating an Outline for an Argumentative Essay - B

I. Introductory Paragraph

    A. Hook your specific audience by including an anecdote, statistic, etc.

    B. Make a claim and tell the reader why this topic is important in your thesis.

    C. Provide three reasons to support your claim.

II. Development Paragraph

    A. Restate the first reason that supports your claim.

    B. Give examples, facts and details that support this claim.

    C. Acknowledge the opposing viewpoint.

    D. Provide a counterargument to refute the opposing viewpoint.

    E. Restate your claim in a transitional sentence.

III. Development Paragraph

    A. Restate the second reason that supports your claim.

    B. Give examples, facts and details that support this claim.

    C. Acknowledge the opposing viewpoint.

    D. Provide a counterargument to refute the opposing viewpoint.

    E. Restate your claim in a transitional sentence.

IV. Development Paragraph

    A. Restate the third reason that supports your claim.

    B. Give examples, facts and details that support this claim.

    C. Acknowledge the opposing viewpoint.

    D. Provide a counterargument to refute the opposing viewpoint.

    E. Restate your claim in a transitional sentence.

V. Concluding Paragraph

    A. Summarize the key points.

    B. Restate the claim (purpose).

Name _____ Class_____ Date _____
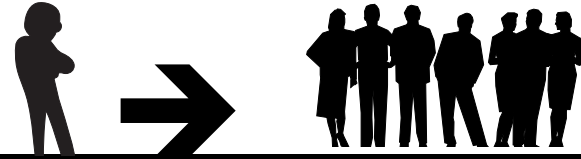
How I Persuade…

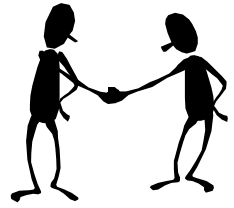| Who?	What?	How?

Persuading Me

Compliance: following someone else's rules
Identification: agreeing to do something as a favor or sense of obligation to another person or group
Internalization: doing something because it makes logical sense to me

Basis of Persuasion	A Situation Where I Was Persuaded	Why I Chose to Respond The Way I Did
Compliance		
Identification		
Internalization		

Persuasive Techniques: The Art of Persuasion

Topic/issue: _____

Bandwagon
_____
_____
_____

Repetition
_____
_____
_____

Testimonial
_____
_____
_____

Emotional Words
_____
_____
_____

Humor
_____
_____
_____

Rhetorical Questions
_____
_____
_____

Persuasive Techniques: Teacher Notes

Encourage students to analyze how persuasive techniques are used in advertising. Propaganda or persuasive techniques often use purely emotional appeals to manipulate people. Reinforce that critical thinking skills are the best safeguard against propaganda. Guide students to find an example from the media of the following persuasive techniques to share with the class:

➢ Informs us: (Uses reason to appeal to our logic.)
➢ Symbols (words, designs, places, music, etc.)
➢ Hyperbole (Use "hype", or vague language that sounds impressive: The greatest ever! The best in a century!)
➢ Fear (Scares us: if we don't buy it, something bad may happen…)
➢ Scapegoating (Blames the problem on a group or individual.)
➢ Humor (Uses humor to entertain.)
➢ Lie (It's a real sham.)
➢ Testimonial (I can vouch for that!)
➢ Repetition (This is the best product. This is fantastic.)
➢ Name calling (That no good liar doesn't know what he's talking about.)
➢ Flattery (Someone as intelligent as you ought to understand this one!)
➢ Bribery (Buy one, get one free.)
➢ Straw Man (Presents an illogical idea as one the opponent supports and then refutes the idea to appear logical.)
➢ Card-stacking (Tells only part of the story.)
➢ Bandwagon (Everyone is doing it!)
➢ Plain Folks (Says, "We're one of the guys/gals…")
➢ Nostalgia (Remembering the good ol'days…)
➢ Warm and Fuzzy (Uses sentimental images such as mothers and babies.)
➢ Beautiful people (Star power sells.)
➢ Simple solutions (Attaches many problems to a very simple solution.)

Name _____ Class _____ Date _____

Persuasive Techniques

★★★★★★ Analyzing Advertising

Source: _____ Product/service: _____
Persuasive Intent: _____
Target Audience: _____
Tone: (Circle) serious comical urgent playful informative
Techniques/Strategies: _____
_____
_____
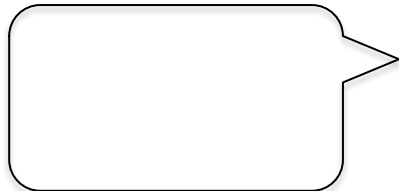My Critical Response: _____
_____
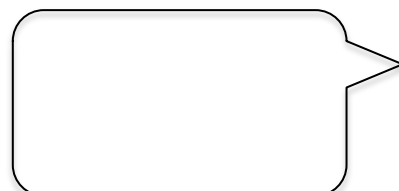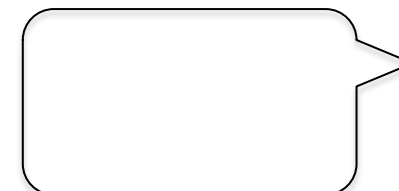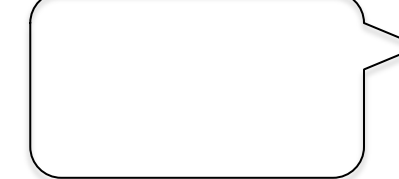
Source: _____ Product/service: _____
Persuasive Intent: _____
Target Audience: _____
Tone: (Circle) serious comical urgent playful informative
Techniques/Strategies: _____
_____
_____
My Critical Response: _____
_____

Point of View

	Hate Speech	
	Tattoos & Piercing	
	Immigration	
	Gun Control	
	Military Draft	
	Censorship of School Newspapers	

PRO   CON

Name_____ Class_____ Date _____
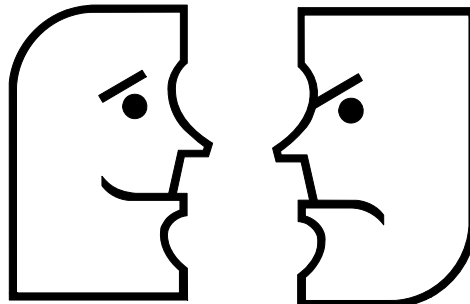
Point of View: Is The Problem Debatable?
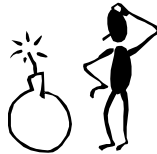
Here's the situation . . .	Is the problem debatable?
☐ SUVs should be illegal	
☐ Recycling is good for the earth	
☐ Schools should provide healthy lunches	
☐ Smoking is bad for your health	
☐ Vending machines selling soda and candy should be banned from schools	
☐ Smoking should be banned in all public areas	

Point of View: Opposing Views

View	View

Name _____ Class _____ Date _____
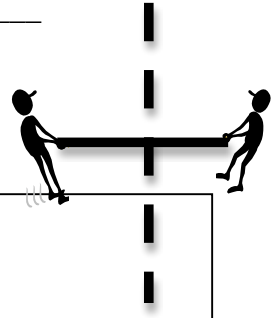
Point of View: Opposing Views

Facts:

> 25% of pregnancies in the US end in abortion.
> The percentage of US abortions is decreasing.
> Since 1973, US women have had the right to obtain early abortions.
> Both points of view want to reduce the number of abortions.
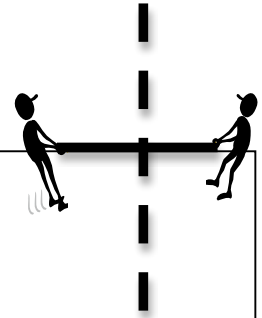> 43% of US women have had a surgical abortion.
> 43% of US women who use IUDs will expel at least one fertilized egg annually.

Debate: At what point does life become a human person?

Source: www.religioustolerance.org

View   ## View

- Life begins at the instant of conception.
- Abortion clinics are death camps.
- Abortions are immoral, criminal acts.

Continuum of Pro-life supporters:
1. Abortion should never be accepted.
2. Abortion should be accepted under unusual conditions. (i.e., rape, incest.)
3. Abortion should be accepted to prevent serious harm to the woman's health.

- Life begins later in the gestation or at birth.
- Abortion clinics provide a necessary service.
- Abortions are a moral issue; the government should not legislate morals.

Continuum of Pro-choice supporters:
1. Same as # 2 and 3 of opposing view.
2. Abortion should be accepted very early on in gestation and/or during the first trimester. (Miscarriage rationale)
3. Abortion should be accepted before the fetus is viable. (Death rationale: If death is the lack of electrical activity in the brain's cerebral cortex, life begins with electrical activity – approx. 20 weeks)
4. Abortion at any time during gestation should be accepted.

Point of View: Mini Debates

QUARREL

DEBATE

irrational

Inconsiderate

"fighting"

hurtful

insulting

defensive

argument

subjective

two-sided

controversial

verbal

emotional

rational

considerate

ground rules

thoughtful

supported by evidence

structured process

BOTH
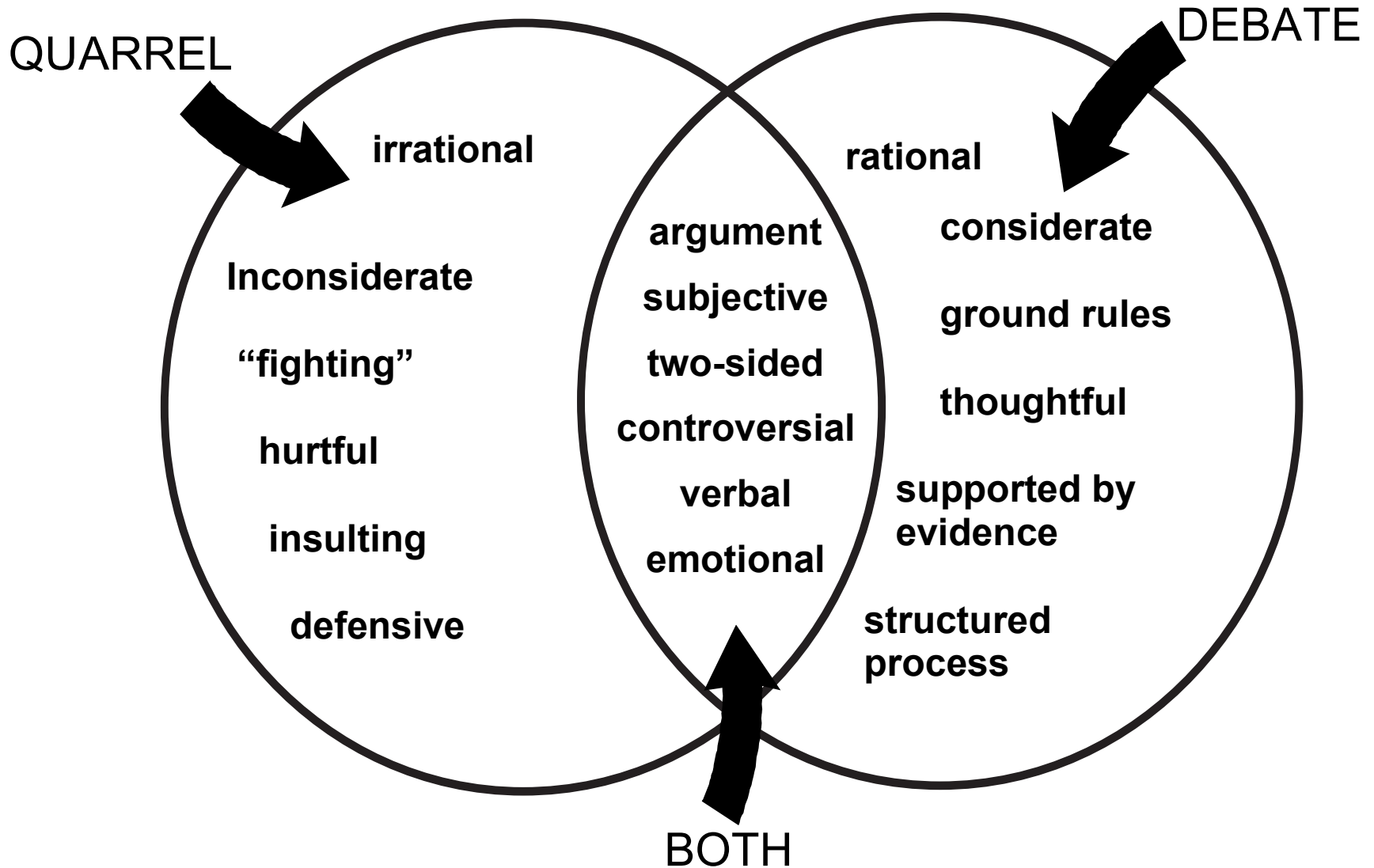
Point of View: Mini-Debates

Position Statements

1.

I believe…

A

*I don't agree.
I believe…*

B

Counterarguments

*You said…
I don't agree because…*

2.

A

B

*You said…
I don't agree because…*

Audience Questions and Answers

3.

?

Audience Reflection

4.

?

Point of View: Mini-Debate Reflection
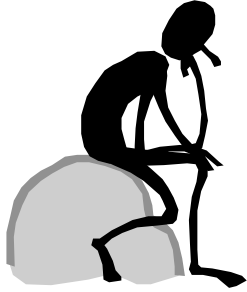
Which is the most difficult position in a debate,
A or B? Why?

Summary of A	Summary of B

Which side made the stronger case? (<u>Not</u> which one you agree with)

Why?

-

-

-

-

Name _____ Class _____ Date _____

Target Your Audience

Position Statement:

_____

Audience	Hook/Arguments/ Facts/Examples

Sample Teacher-Modeled Essay
Educating the World's Poorest Women:
an Economic, Public Health and Moral Issue

[hook➜]An equivalent to five jetliners of women disappear every day in the world. In fact, there are more "missing women" today (estimates range between 60 to 120 million) than men killed in all of the wars of the 20th century. The low status that women hold in much of the developing world is largely to blame for these crimes against women. [claim➜] In their new book, *Half the Sky*, New York Times reporters, Nicholas Kristof and Sheryl WuDunn, make a persuasive case for educating the world's poor women. [three reasons that support the claim➜] The Pulitzer-Prize winning authors stress that educating the world's poor women is an economic, public health and moral issue.

[first supporting point ➜] One reason the authors claim we need to educate women in developing countries is to foster social stability and economic growth. Experts Kristof and WuDunn interviewed from the World Bank and global aid organizations agree that educating women and girls is the best way to fight poverty and extremism. [opposing viewpoint ➜] Although some people argue that global aid should be distributed equally among men and women in developing countries, the authors cite that women who receive small loans, or microloans, almost always spend the money on food, medicine and housing. As a consequence of education, poor women have fewer and healthier children. [counterargument➜] Men, on the other hand, frequently spend the money on alcohol or items that don't necessarily impact their entire families.

In addition to fostering social stability and economic growth, [second supporting point➜] educating women also strengthens public health worldwide. With effective public health systems in place, countries can better respond to public health emergencies and ongoing diseases, such as HIV/AIDS, SARS, tuberculosis, and malaria. Furthermore, low-resource countries can prevent diseases better through early detection. [opposing viewpoint ➜] While some may claim that poor countries should pay for their own healthcare, [counterargument ➜] clearly controlling the spread of disease is a global healthcare concern. In fact, the number of children under five who die due to a lack of vaccines and health care has dropped from by 10 million since the early 1960s.

Not only is educating the world's poorest women a way to advance economies and public health systems, but Kristof and WuDunn also argue that [third supporting point ➜] educating disadvantaged women is a moral necessity. The authors make clear that the low status that women hold in much of the world is at the heart of this issue. From beatings to burnings, women's suffering is not considered real news. "When 100,000 girls were kidnapped and trafficked into brothels [in China], we didn't even consider it news," they explain. [opposing viewpoint ➜] Although it is easy to become numb to enormous numbers, [counterargument➜] it is difficult to ignore the call to action that Kristof and WuDunn make. After reading this book, it is simply impossible to ignore this pressing humanitarian issue.

[restate claim & summarize key points ➜] Educating the world's poorest women and girls has huge economic and public health consequences. Most importantly, it is the right thing to do. According to Kristof and WuDunn, we can all be agents of change.