

Unit 3: Argument
Grade Level: 10-12
Timeframe: 15 Days

Unit Overview: The first two units of this course had students practice their public speaking and writing skills. Students were introduced to a variety of speeches and given the opportunity to practice their public speaking skills. While the students were writing, it was largely based on anecdotal or personal information. Now, students will be given the opportunity to focus on their argumentative and research based writing. Students will dissect and evaluate types of arguments, identify argument structure, read a variety of sample arguments and then write their own.

Essential Questions/Enduring Understandings

- What do we mean by argument?
- How do we define argument?
- Is an arguer's first obligation to truth or to winning the argument?
- What is the nature of truth to which arguers are supposed to be obligated?
- How do we read texts rhetorically?
- How does an argument's structure influence its ability to persuade?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in

U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

21st Century Skills Standard and Progress Indicators:

Critical Thinking and Problem Solving
Collaboration, Teamwork and Leadership
Cross-Cultural Understanding and Interpersonal Communication
Accountability and Productivity
Communicate clearly and effectively with reason
Demonstrate Creativity

Unit 3: Academic Vocabulary

Explicit vs. Implicit argument, justification, claim, op-ed, rhetoric, genre of arguments, advocacy, rhetorical triangle, Logos, Pathos, Ethos,

pseudo-argument

Instructional Plan				Reflection
<p>The Argument Unit will focus on the first three chapters in the Writing Arguments textbook; Overview of Argument, Argument as Inquiry, and The Core of an Argument. Students will gain an understanding of what it means to create an argument and how to incorporate the rhetorical triangle into their arguments. The unit will end with students writing their own Formal Exploratory Essay and writing and presenting their own Classically Structured Argument. The Formal Exploratory Essay should be focused on raising the minimum wage; students can use the articles and research provided in chapter 2. The Classically Structured Argument should be on an issue of their choosing.</p>				<p>Teacher Questions for Self-Reflection</p> <p>Here are ten questions to ask yourself, answer, and consider as part of a self-reflection about your teaching. Each question also has sub-questions to help refine thinking, ideas, and practices. These are also good questions for shared reflection and group discussion. They might lead to a rethinking of teaching and learning as well as suggest thoughtful ways to set new goals, teach in different ways, assess more effectively, customize learning, and make instructional improvements during the school year.</p> <p>http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</p>
SLO – SWBAT	Student Strategies	Formative Assessment	Activities and Resources	Reflection

<p>Explain common misconceptions about the meaning of argument.</p> <p>Describe defining features of argument.</p> <p>Understand the relations of argument to the problem of truth.</p>	<p>Do Nows</p> <p>Journaling</p> <p>Activate Prior Knowledge</p> <p>Writing Process- Brainstorming, outlining, drafting, revising, publishing/presenting</p> <p>Visual Representation/Poster of Audience Expectations, Good and Bad public speaking behaviors.</p> <p>Cooperative Learning- Small Groups</p> <p>Academic Vocabulary Acquisition</p>	<p>Exit Slips</p> <p>Student Conferences</p> <p>Misconception Checks</p> <p>Self-Assessment</p> <p>Choral Response</p> <p>Think-Pair-Share</p> <p>Written Responses using Individual White Boards</p> <p>Additional selected strategies as determined by student readiness.</p> <p>Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_Manual/starting.html</p>	<p>Small Group/Pairs: Implicit vs. Explicit Arguments- p. 6-7</p> <p>Review the images, identify the argument the image is making. Evaluate the argument's claim, identify the opposing viewpoint, convert the implicit argument into an explicit one.</p> <p>Role Playing Arguments- p. 14-15 Choose one of the cases presented in the text, after reading, students will present the points of view of the people involved.</p>	<p><i>Teacher Questions for Self-Reflection</i></p> <ol style="list-style-type: none"> 1. <i>What am I trying to accomplish with my students? What's the core?</i> 2. <i>What are my beliefs about how students learn?</i> 3. <i>How do I create a positive climate for learning?</i> 4. <i>What "essential" questions do I want my students to explore?</i> 5. <i>What are the primary, core types of instructional strategies that I use regularly?</i> 6. <i>How do I know when my students have accomplished my goals?</i> 7. <i>How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?</i> 8. <i>How do I customize and individualize learning for my students?</i> 9. <i>What's special and unique about my teaching?</i> 10. <i>How will I work on my teaching in order to improve what I do?</i> <p>http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</p>
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<p>Find issues to explore.</p> <p>Read sources rhetorically by analyzing a text's genre, purpose, and degree of advocacy.</p> <p>Read to believe an argument's claims.</p> <p>Read to doubt an argument's claims.</p> <p>Delay closure by thinking dialectically.</p>	<p>Do Nows</p> <p>Journaling</p> <p>Activate Prior Knowledge</p> <p>Writing Process- Brainstorming, outlining, drafting, revising, publishing/presenting</p> <p>Idea Mapping</p> <p>Free writing</p> <p>Cooperative Learning- Small Groups</p> <p>Academic Vocabulary Acquisition</p>	<p>Exit Slips</p> <p>Student Conferences</p> <p>Misconception Checks</p> <p>Self-Assessment</p> <p>Choral Response</p> <p>Think-Pair-Share</p> <p>Written Responses using Individual White Boards</p> <p>Additional selected strategies as determined by student readiness.</p> <p>Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_Manual/starting.html</p>	<p>Brainstorm issues to explore. Keep this inventory of issues that interest you for later use. How to Brainstorm: Make an inventory of the communities to which you belong. Identify controversies within those communities. Narrow your list to a handful of problematic issues for which you don't have a position; share with classmates. Brainstorm a network of related issues.</p> <p>Small Group: p. 20-22 Responding to Visual Arguments about a Living Wage</p> <p>Small Group: Playing the Believing and Doubting Game p.25. Choose one controversial claim and play the believing and doubting game through free writing or idea mapping. Share your results with class.</p> <p>Small Group: Argument Summary- Write a 250-word summary of an argument on raising the minimum wage. Then write a one-sentence summary of the same argument. Use models on p. 36.</p>	<p><i>Teacher Questions for Self-Reflection</i></p> <ol style="list-style-type: none"> 1. <i>What am I trying to accomplish with my students? What's the core?</i> 2. <i>What are my beliefs about how students learn?</i> 3. <i>How do I create a positive climate for learning?</i> 4. <i>What "essential" questions do I want my students to explore?</i> 5. <i>What are the primary, core types of instructional strategies that I use regularly?</i> 6. <i>How do I know when my students have accomplished my goals?</i> 7. <i>How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?</i> 8. <i>How do I customize and individualize learning for my students?</i> 9. <i>What's special and unique about my teaching?</i> 10. <i>How will I work on my teaching in order to improve what I do?</i> <p>http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</p>
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<p>Describe the key elements of classical argument.</p> <p>Explain the rhetorical appeals.</p> <p>Distinguish between issue and information questions and between genuine and pseudo-arguments.</p> <p>Describe the basic frame of an argument.</p>	<p>Do Nows</p> <p>Journaling</p> <p>Activate Prior Knowledge</p> <p>Writing Process- Brainstorming, outlining, drafting, revising, publishing/presenting</p> <p>Idea Mapping</p> <p>Freewriting</p> <p>Cooperative Learning- Small Groups</p> <p>Academic Vocabulary Acquisition</p>	<p>Exit Slips</p> <p>Student Conferences</p> <p>Misconception Checks</p> <p>Self-Assessment</p> <p>Choral Response</p> <p>Think-Pair-Share</p> <p>Written Responses using Individual White Boards</p> <p>Additional selected strategies as determined by student readiness.</p> <p>Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_Manual/starting.html</p>	<p>Small Group: Decide which of a sample of questions are information or issue questions. P. 58 Discuss how some could be both, depending on the rhetorical context.</p> <p>Small Group: Create a commercial for a product or service that incorporates all 3 of the rhetorical appeals. The audience must identify them after the presentation.</p> <p>Reasonable Arguments vs. Pseudo-Arguments p. 60 Respond individually to the sample questions and then work in small groups to share your reasoning. Remember, not all can lead to reasonable arguments. Your goal is to show your understanding of the difference between reasonable and pseudo-arguments.</p>	<p><i>Teacher Questions for Self-Reflection</i></p> <ol style="list-style-type: none"> 1. <i>What am I trying to accomplish with my students? What's the core?</i> 2. <i>What are my beliefs about how students learn?</i> 3. <i>How do I create a positive climate for learning?</i> 4. <i>What "essential" questions do I want my students to explore?</i> 5. <i>What are the primary, core types of instructional strategies that I use regularly?</i> 6. <i>How do I know when my students have accomplished my goals?</i> 7. <i>How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?</i> 8. <i>How do I customize and individualize learning for my students?</i> 9. <i>What's special and unique about my teaching?</i> 10. <i>How will I work on my teaching in order to improve what I do?</i> <p>http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection</p>
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Summative Written Assessments

<p>Formal Exploratory Essay- Write an exploratory essay in which you narrate in first-person, chronological order the evolution through time of your thinking about the issue of raising the minimum wage. Rather than state a thesis or claim, begin with a question or problem. Then describe your inquiry process as you worked your way through sources or different views. Follow the guidelines on p. 43. There is a sample exploratory essay provided in the text on p. 44.</p>	
<p>Summative Performance Assessment</p>	
<p>Argument Speech with a Classical Structure- Students will choose a topic from the issue inventories they made earlier in this unit. Students will write and present their classically structured argument.</p> <p>Required Elements for the Classically Structured Argument are as follows:</p> <ul style="list-style-type: none"> - Introduction- Attention Grabber, Explanation of issue and needed background, Writer’s thesis, and forecasting passage. - Presentation of Writer’s Position- Main Body of Essay, Presents and supports each reason in turn, each reason is tied to a value or belief held by the audience. - Summary of Opposing Views- summary of views differing from writer’s - Response to Opposing Views- Refutes or concedes to opposing views, shows weaknesses in opposing views, may concede to some strengths - Conclusion- Brings essay to closure, often sums up argument, leaves strong last impression, often calls for action or relates topic to a larger context of issues 	